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ABSTRACT

Emphasis in the 1975-76 Omaha Elementary Secondary Education Act Title I program for disadvantaged youth was on reading activities. The High Intensity Learning Centers for Reading for grades three through twelve continued their operations. Development of Primary High Intensity Centers in reading was continued to provide a supportive reading skill development program for grades one through three. Reading aides continued to work with primary teachers to help in meeting the reading problems of children grades one through three. The mathematics program continued to offer supplemental math activities for eligible students in five schools. The High Intensity Math Systems approach was used to deliver individualized supplemental instruction to students in grades four through eight. Through use of the methods and materials involved in the management system, the training given teachers and the coordinated efforts of teachers, principals, and Reading Services Center personnel, other dimensions were added to the school system's efforts to help the individual child in the target area. All other activities in the Title I program were directed toward providing supportive services for children in Title I instructional programs. The Title I Media Center did printing, production, and media work. The Community Aide Activity employed liaisons between the school and community. (Author/JM)

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ED131158

LEA EVALUATION REPORT

PROJECT NUMBER	DATE BEGUN	DATE FINISHED
76 034 A	Sept. 1, 1975	Aug. 31, 1976

LEGAL NAME OF AGENCY	DISTRICT NUMBER
Omaha Public Schools	01

TOWN	COUNTY	ZIP CODE
Omaha	Douglas	68131

STATEMENT OF ASSURANCE

I certify that, to the best of my knowledge and belief, this report is true and correct in all respect; all information asked for is provided to the best of our ability; and that supporting documentation for all entries have been retained and will be made available to State Department Personnel upon request.

UD 016559

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State Department of Education
Lincoln, Nebraska 68508

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PART I

GENERAL INFORMATION

1. Did the Title I activities include in-service training?
   Yes X No
   If Yes, list number of participants in the in-service below:

   All teachers and aides in Title I Programs were given continuous consultation and in-service training throughout the year. This training was furnished by project leaders and consultants assigned to that particular project.

   TOTAL PARTICIPANTS:
   HILINC 83, PRIMALINC 23, Primary Reading Aide 38, Math 12

2. Information on Parent Advisory Councils:

   (a) How many members are on the district-wide council? 42 .

   (b) Starting from July 1, 1975 list the dates of all the district-wide council meetings. Copies of the minutes may be attached if desired.

   October 2, 1975 March 18, 1976 May 6, 1976
   February 5, 1976 April 1, 1976 May 20, 1976

   (c) Complete the following items for each Title I attendance center.

School	No. of PAC Members	Number of Members With Students in: Public School	Private School	Title I	No. of Meetings
046 Castelar	2	2		2	1*
049 Clifton Hill	3	3		3	1
136 Conestoga	2	2		2	1
053 Druid Hill	4	4		4	1
060 Franklin	2	2		2	1
065 Highland	2	2		2	1
095,875 Indian Hill	1	1		1	1
067 Jackson	2	2		2	1
070 Kellom	1	1		1	1
066 Kennedy	3	3		3	1
190 King	1	1		1	1
072 Lincoln	0	0		0	1
074 Lothrop	2	2		2	1
124, 883 Marrs	2	2		2	1

School	No. of PAC Members	Numbers of Members With Students in: Public School	Private School	Title I	No. of Meetings
076 Mason	3	2		2	1
077 Miller Park	2	2		2	1
079 Monmouth Park	4	3		3	1
102 Pershing	4	4		4	1
086 Saratoga	5	4		4	1
088 Sherman	5	3		3	1
150 Spring Lake	4	4		4	1
090 Train	0	0		0	1
091 Vinton	3	3		3	1
092 Walnut Hill	1	1		1	1
064 Yates	2	2		2	1
873 Bancroft	2	2		2	1
334 Technical	4	2		2	1
240 Assumption	2		2	2	1
246 Bedford Elem.	1		0	0	1
243 Cross Lutheran	1		1	1	1
281 C.S.E.C. #1 & 2	1		1	1	1
218 Dominican	1		0	0	1
247,203 Holy Name	6		6	6	1
248 Immaculate Conc.	2		2	2	1
211 Pope Paul VI	1		1	1	1
255 Sacred Heart	3		3	3	1
258 St. Agnes	13		4	4	1
298 St. Ann	4		4	4	1
259 St. Anthony	2		2	2	1
262 St. Bridget	2		2	2	1
266 St. Joseph	3		3	3	1
271 St. Peter	3		3	3	1

*At least one meeting was held in each school to elect the Representative to the Advisory Council. Additional meetings were held at some of the schools throughout the year as the parents felt they were necessary.

(d) List the student identification numbers of all Title I participants whose parents serve on the Parent Advisory Council: (Students of Committee and Council (*) members.)

*138046	*902230	156069	164191	*101543	136742
*905178	*159474	179091	176988	*153701	182022
197664	*185680	*158339	147210	*168999	190151
197663	904841	175839	*135989	*905321	146145
*172754	902916	158491	*177189	151473	*168772
903783	179367	*137348	107753	904618	137322
185366	*182512	*165939	158298	187975	136543
194580	146296	167160	179761	146454	159405
194574	145524	127601	*172479	146543	145235
904497	175398	184590	197907	904905	*156626
904642	145529	169757	097593	900776	*184565
145638	136724	*166660	105710	122812	175398
160910	145540	148167	145669	902014	*124483
*902140	166884	175399	156335	183278	106352
*903343	*171737	*145398	175166	160699	134879
145765	148292	*135071	165034	144945	146107
*903508	906436	*156796	164900	169184	168755
*903311	*905135	137123	175151	138619	187202
083868	172603	185715	*188907	168686	145465
137915	904741	*146490	*172483	102220	*161135
*136670	180255	*099206	*023225	160761	*166886
*146245	180254	900212	*134841	176782	170594
902371	*900851	901600	*169198	176782	172218
901116	*902087	057500	169881	121880	105838
139548	*903337	112507	181464	164660	150815
161035	*940036	*122788	197855	162424	123557
188000	145419	*902010	181425	172018	177856

(e) Briefly describe the procedures used in selecting parents for each building level council.

Each elementary school principal (public and non-public) was notified of the system by which Title I area schools would be represented in the planning and implementation of meetings at the respective schools. Representatives from each school were to be elected by the parents of students who qualified for the Title I programs in that school.

Meetings were called in each building to select parents to serve on the building level advisory committee. Other parents with interest in Title I were permitted to volunteer for this committee. In turn each building level committee selected a representative and alternate for the district council.

PROGRAM EVALUATION

INTRODUCTION

INTRODUCTION TO PART II

The Title I Program represents one part of the continued effort of the Omaha Public Schools to meet the needs of educationally disadvantaged children.

The multiple activities outlined in the 1975-76 Title I Proposal were designed with a twofold purpose in mind. First, they were to supplement the instructional program for educationally disadvantaged children by developing curricula and techniques, specifically in reading and math, which would raise their achievement level commensurate with their ability. Second, they would support this program with the type of services needed to make it successful.

Prompted by the continued need to raise the reading level of educationally disadvantaged children, emphasis in the 1975-76 proposal was on reading activities. The High Intensity Learning Centers for Reading for grades three through twelve continued to provide a sound approach for meeting the individual reading needs of children. Development of Primary High Intensity Learning Centers in Reading was continued to provide a supportive reading skill development program for grades one through three.

Through use of the methods and materials involved in this management system, the training given teachers and the coordinated efforts of teachers, principals and Reading Services Center Personnel, other dimensions were added to the school system's efforts to help the individual child in the target area.

Reading aides continued to work with primary teachers to help in meeting the reading problems of children in grades one through three by tutoring children on a one-to-one basis or in small groups as their reading problems were identified by classroom teachers.

The Mathematics Program continued to offer supplemental Math activities for eligible students in five schools. The High Intensity Math Systems approach was used to deliver individualized supplemental instruction to students in grades 4 through 8. The program provided prescriptive individualized, self-motivated instruction in mathematics through the use of a systems approach.

All other activities in the Title I program were directed toward providing supportive services for children in Title I instructional programs. This reinforcement was designed to give each student a greater opportunity to achieve success in school.

In this capacity the Title I Media Center did printing, production and media work to support the Title I instructional programs. It acted as a key element in providing continuous materials and service for Title I instructional activities.

The Community Aide Activity furnished another dimension to the Title I program by employing Community Aides who acted as liaison people between the school and community. The aides worked principally with attendance and welfare problems of Title I students. They sought the assistance of various agencies to help families solve many of their immediate problems which affect school attendance. The Community Aides kept parents informed of activities which could benefit their children.

The evaluation aspect of this program has developed many techniques which illustrate accountability for the total program. The evaluation research demonstrated that the Omaha Public Schools have served eligible children and youth in the manner outlined by the proposal.

The Omaha Public Schools have used many resources in an attempt to better educationally prepare target area children for their future. Title I of the Elementary and Secondary Education Act has been only one of the many resources used. Funds from this source have been linked with other local, state and federal programs in order to establish a stronger instructional program. Each Title I activity was planned to complement other Title I activities and the total school program in an effort to serve children and youth who are eligible and need this type of additional service.

ADMINISTRATION

ACTIVITY NUMBER 24

ADMINISTRATION ACTIVITY NUMBER 24

The administrative personnel necessary to plan, implement and operate the Title I program were provided through this activity. These administrators served all the Title I activities in their designated capacities.

The efforts of persons in this activity helped to ensure the success of the Title I program by working in close cooperation with the Nebraska State Department of Education, adjusting the budget and disseminating information throughout the school year.

Furnishing necessary information and administrative services to the Parent Advisory Council, agencies, public and private schools and institutions were major functions of Title I administration.

OBJECTIVE A

Provide adequate administrative personnel to develop and operate the Title I project.

* * * * * * * * * * * * * * * * *

Seven personnel were employed under Title I Administration with a full time equivalency of 5.6. Duties performed by these staff members are outlined below:

Coordinator (.1FTE) The coordinator directed all activities which took place during the year as a part of the Title I Multiple Activities Program. These activities included preparation of the application and proposal, the comparability study, the yearly budget and revisions of that budget, quarterly reports, the needs assessment, and the evaluation. The coordinator also interpreted guidelines, policies, and national trends to Title I staff, school district officials, and parents.

Staff Assistant Non Public Schools (.5FTE) The Staff Assistant for non public schools encouraged a working relationship between principals, parents and staff of non public schools, and Administrators and resource personnel of the public schools. The Staff Assistant worked with other Title I staff on the Administration and evaluation of the entire program as it related to non public schools. In addition, this staff member represented Title I as a member of the Integration Task Force of the Omaha Public Schools.

Project Coordinator (1 FTE) Two different individuals were employed in this position during the year with the change taking place at the end of the first semester. These administrators gathered information for the original budget, budget revisions, quarterly reports, the comparability study, and other statistical documents required by state and federal offices. They also monitored all requisitions, approved invoicing on materials and equipment which was received, and checked all payments for materials, supplies, and salaries from Title I funds. These administrators served as liaison people between the public schools and the coordinator, and helped coordinate activities with the project directors.

Disseminator of Information A journalist was employed full time to disseminate information through the Title I Frontier, brochures, publications and news releases on the Title I programs. An in-depth description of the duties of the disseminator is included under Objective E.

Clerical (2 FTE) Two full time office personnel were employed in the Title I program to support the Title I Administrative staff.

OBJECTIVE B

Prepare the Title I Project budget.

* * * * * * * * * * * * * * * * *

The original Title I budget for the 1975-76 school year was prepared and presented to the Parent Advisory Council at its May 1 meeting. The budget was approved by the Board of Education on July 21, 1975 and submitted with the proposal. A budget revision was prepared and submitted in January and June, 1976.

OBJECTIVE C

Work closely with the Nebraska State Department of Education and to keep them informed of the progress of the Title I project.

* * * * * * * * * * * * * * * * *

Administrators in the Omaha Public Schools kept a constant communication link open with officials at the State Department of Education via telephone. An average of more than one call per week took place between the two

groups during the year. In addition, ten meetings were held, three of which involved Federal Staff members from the Kansas City and Washington offices.

OBJECTIVE D

Ensure that all personnel follow the proper procedures in conducting the various activities.

* * * * * * * * * * * * * * * * *

The Coordinator of Title I, the Project Coordinator and Staff Assistants, as well as the Evaluation Staff, constantly monitored programs as they were carried on in the schools. Their responsibility was to ensure that all Title I guidelines were followed and that only students who were in fact eligible for Title I services were served. Information gathered supports the completion of this objective.

OBJECTIVE E

Disseminate information to interested groups and agencies.

* * * * * * * * * * * * * * * * *

During the 1975-76 school year, the Title I Disseminator of Information was involved in writing and editing the Title I Frontier, a monthly newspaper which has a school-community circulation of 9,000.

Articles featured Title I programs and staff members and provided information about programs which involved students in Title I schools.

The Title I Frontier was distributed each month to teachers, administrators and students in all Title I schools in the Omaha School District and to school district administrators. Before the school year ended, each youngster in the Title I area had received at least one copy of the Title I Frontier to take home. The publication also was available to the public in school administrative offices.

Each month, 710 copies of the Frontier were sent by U.S. Mail. These went to members of the Title I Parent Advisory Council, to governmental officials and community leaders and to other persons who indicated an interest in receiving the publication.

Another duty of the disseminator was writing news releases and feature stories for distribution to area newspapers and radio and television stations by the Omaha Public Schools Office of Public Information. These provided the public with information about activities at Title I schools and notice of meetings of the Title I Parent Advisory Council.

The disseminator also served as ex-officio secretary for the Title I Parent Advisory Council. The disseminator attended these meetings and wrote minutes which were distributed to members by mail. Also during the 1975-76 school year, brochures were published on Title I Parent Advisory Groups and on the Title I High Intensity Math System Program.

This staff member worked with the Title I photographer in an effort to obtain slides about the Title I Math Program which were used in a half hour television show. In addition, these slides were later used at the schools and at a meeting of the Title I Parent Advisory Council.

The disseminator prepared copy and slides about Title I programs for a 30-minute slide presentation which is part of the orientation program for new Omaha Public School teachers. The presentation was made in August, 1975 and an updated version will be presented again next August.

OBJECTIVE F

Meet with all interested individuals and/or groups to explain the Title I project.

* * * * * * * * * * * * * * * * *

During the school year six city-wide meetings were held with parents of students who participated in Title I programs during the year. These parents formed the Title I Parent Advisory Council. In addition meetings have been held with School Administrators, Archdiocesan officials, State and Federal governmental officials, and all individuals who requested information about the Omaha Title I Project. Meetings held with State and Federal officials are referred to under objective C.

OBJECTIVE G

Provide leadership for community groups and agencies working with the Omaha Public Schools in developing the Title I project. These groups and agencies include the Title I Parent Advisory Council, the non-public schools participating in the project, institutions, and Omaha Public

School Administrators and teachers.

* * * * * * * * * * * * * * * * * *

One staff member served on a half time basis (.5 FTE) as liaison with non public schools. All staff members served on committees, and attended meetings with Omaha Public School Administrators and teachers and supplied input to these staff members regarding Title I Programs.

Included below is a listing of task forces and committees on which Title I staff members served:

Omaha Public Schools Integration task force
Building adjustments task force
Instruction task force
Title III Advisory Committee
Title I Parent Advisory Committee

MEDIA CENTER

ACTIVITY NUMBER 25

Through support of the Title I instructional programs, the Title I Media Center realized its aim to help educationally deprived children achieve their educational goals.

Since its inception in 1966, the Title I Media Center has provided supplementary educational aid through the purchase and production of supplies, materials and techniques needed for instructional programs supported by Title I funds. The facility houses printing and production departments, administrative offices, an art room, photo darkroom and storage space. The specialities of a staff of fifteen persons are utilized to produce instructional materials and services much of which is not available on the commercial market.

Teachers who availed themselves of the services of the Title I Media Center realized a twofold benefit...more professionally produced classroom aids needed for educationally deprived children and more free time to work with these children. The Title I Media Center sought to fulfill its purpose by helping teachers to individualize teaching techniques, materials and curriculum to meet individual needs of all educationally deprived children.

OBJECTIVE 1

Employ a center leader, media specialists, artists, graphic artists, machine operators and clerical staff to provide services necessary to meet the needs of the Title I project.

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The following is a list of positions which comprised the media center staff during 1975-76. The specialities of these people were utilized to produce instructional materials and services not available commercially.

DIRECTOR - was responsible for the entire operation of the media center. She approved all jobs to be done, approved all orders for supplies and materials and directed the activities of the entire staff. She also worked with many teachers and administrators in the development and creation of new materials.

MEDIA SPECIALIST A - was responsible for the maintenance of necessary supplies for the print shop. He assisted in the training and supervision of employees involved in the production of printed matter.

MEDIA SPECIALIST B - acted as a liaison between Title I schools and the media center, advising teachers on the services available at the center and assisting them in the production of innovative, educational material. Instruction was given on the use of audio visual equipment and assistance offered in the production of audio visual material. He was responsible for the maintenance of this equipment.

MEDIA SPECIALIST C - assisted in the production of educational material, working closely with the other media specialists. He was responsible for photography and darkroom printing including work to run on the printing presses.

CLERK - was responsible for writing work orders and requisitions for purchase, printing and production of material. She received merchandise, stamped and distributed it to schools. She also did billing and prepared the monthly payroll.

TYPIST - typed teacher originated material, making it ready for offset reproduction.

PRODUCTION CLERKS (two) - collated materials into book form. They either stapled this material or punched and bound it into finished form. Other duties included thermo binding, wrapping, folding and laminating.

PRESS OPERATORS (four) - printed material on Addressograph-Multigraph 2850, 2650, 1250, 1870 and Hiedelberg offset presses. Photo direct masters and metal plates for printing which required long runs or large coverage areas were done on the 1250 offset press. Work which required color or quality work was done on the 1870 press or the Hiedelberg.

ARTISTS (two) - created, illustrated, painted and drew material. Their artistry produced posters, games, pamphlets and flash cards. They illustrated books and set up newspapers. One often prepared negatives for printing by stripping and masking them.

GRAPHIC ARTIST (one) - was responsible for typing, composing and setting up material which varied from programs, pamphlets and fliers to newspapers and books. She prepared negatives on masking sheets for use in making plates to print. Often jobs required justifying type.

OBJECTIVE 2

Provide two media specialists to:

a) assist in the identification, investigation, experimentation and exploration of new materials and teaching techniques.

b) encourage the classroom teachers of all Title I schools identified in the Title I proposal to request services which can be performed or materials which can be prepared by specialists in the media center.

* * * * * * * * * * * * * * * * * *

During the 1975-76 school year media specialists B and C (as listed in objective one) functioned in accordance with this objective. They conducted inservice meetings on the preparation of educational materials for classroom use. They informed teachers and other professional people within Title I about the services available at the media center. They worked in the Title I schools with a library media program designed to increase awareness of more advanced teaching and learning methods through the use of media material. They also aided the classroom teacher by providing time in the classroom for special projects employing media or audio visual equipment.

The media specialists provided technical advice and knowledge of media materials in use today. They aided in individual or group teacher evaluation programs and informed teachers and other Title I personnel of the services provided by the media center. This work involved giving tours of the media center and talking with teachers about the media center.

In the service area, the media specialists demonstrated the proper care and use of all types of audio visual equipment available. They produced or aided in the production of professional quality materials involving: photography, slide film presentations, audio taping or duplicating, video tape recording, printing, transparencies and laminations.

The media specialists conducted inservice programs on the use and operation of the following media services:

1. The video-tape recorder system
2. Audio-cassette recorders
3. Language master
4. Laminators
5. The still camera
6. Print and copy preparation

They also conducted inservice programs on the preparation of the following instructional materials:

1. Overhead transparencies
2. Hand prepared film strips
3. Slide programs
4. Audio tapes

Media Specialist A was responsible for maintaining necessary supplies for the print shop and artists. He supervised the employees involved in the production of printed matter and art work. He also performed creative work as well as photographic printing in the darkroom. His specific duties during the year included:

1. Scheduling jobs to the production timetable.
2. Assigning jobs to instant copy, photo direct or darkroom, depending on the nature of the job.
3. Submitting supply requests to the Media Center Director for all supplies necessary for operation of the media center.
4. Training and supervising all personnel in the darkroom, printing and finishing departments.

OBJECTIVE 3

Provide educational materials for eligible Title I students through the use of the photographic, printing, collating, laminating and binding equipment available in the media center.

* * * * * * * * * * * * * * * * *

The types of educational material produced during the 1975-76 school year included:

Writing charts	Awards
Worksheets	Games
Word lists	Signs
Math tables	Charts
Flash cards	Booklets
Programs	Drawings
Sound on card flashcards	Posters

HILINC Check-In and Check-Out tests
HIMS Math worksheets
PRIMALINC Check-In tests
Student produced newspapers
All forms used by all Title I programs
Bulletin board displays

An inspection of Chart 25-1 will reveal the number of jobs completed and items produced for Title I schools or activities. It demonstrates that during the regular 1975-76 school year the media center produced items for jobs requested by Title I supported schools and activities.

Chart 25-1

YEARLY WORK SUMMARY TITLE I MEDIA CENTER

Jobs Completed and Items Produced

JOB	TITLE I ACTIVITIES	TITLE I SCHOOLS	TITLE I NON-PUBLIC SCHOOLS	TOTAL
*	19	261	193	473
Art Work **	81	1,147	686	1,914
*	11	306	208	525
Laminate **	23	3,474	830	4,327
*		1	3	4
Mount **		2	153	155
*	457	415	523	1,395
Print **	3,755,607	1,590,926	850,597	6,197,130
*	37	82	185	304
Compose **	103	429	4,775	5,307
*	73	170	329	572
Collate **	733,797	687,465	397,054	1,818,316
*	45	115	300	460
Staple **	78,962	242,703	295,148	616,813
*	14	20	15	49
Drill **	96,526	27,941	50,999	715,466
*	7	17	8	32
Bind **	26,526	26,914	46,361	99,791
*	11	28	7	46
Fold **	100,420	48,220	2,225	150,865
*	42	51	25	118
Pad **	637,760	8,490	56,720	702,970
*		1		1
Thermal Ditto **		38		38
*	3	6	2	11
Transparency **	9	138	15	162
*	719	1,473	1,798	3,990
TOTAL **	5,429,804	2,637,887	1,705,563	9,773,254

* First line - number of jobs completed in each column

** Second line - number of items produced

OBJECTIVE 4

Purchase and make available to eligible Title I students all materials necessary to ensure success for all Title I activities.

* * * * * * * * * * * * * * * * * *

All instructional materials and supplies purchased through this activity were acquired for the sole purpose of providing support for the Title I project. These items were used for art work, printing and the development of supportive activities. A review of expenditures shows the following distribution:

Instructional materials (kits, books and reusables)	$ 124.95
Audio-Visual Supplies (paper for printing, chemicals, tapes)	$43,693.27

OBJECTIVE 5

Provide inservice workshops to orient the supervisory staff and Title I area teachers with services available in the media center.

* * * * * * * * * * * * * * * * * *

Chart 25-2 reflects, by month, the number of workshops conducted by the media center and the attendance at these sessions to the right of the job category "Presentations".

OBJECTIVE 6

Assist in the development of student and teacher prepared projects.

* * * * * * * * * * * * * * * * * *

The following is a list of program titles of mini-courses conducted during the school year by media center staff for teachers and students:

I. Photography

A. The Basic Camera
B. Seeing Visually
C. Basic Photo Darkroom
D. Video Tape Recording

II. Radio Programming

III. Developing a School Newspaper

IV. Filmmaking and Appreciation

Chart 25-2 lists frequency of these workshops.

OBJECTIVE 7

Provide desirable linkages with other federally funded programs needing the type of services provided through the media center.

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During the 1975-76 school year the following Federal projects received input from the Title I Media Center:

1. Emergency School Assistance Act (ESEA)
2. ESEA Title III
   A. Project Empathy
   B. Learning Accountability Project
3. Vocational Education

Chart 25-2

JOB	MONTH	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May		1975 76 Total
Photography	Assignments	11	9	15	17	7	14	8	13	12		106
	No. Taken	170	90	240	180	120	210	120	170	200		1500
Film Processed	Black/White	13	4	14	7	9	18	7	8	10		90
	Color Print	3	12	10	23	27	24	18	22	29		168
	Slides	9	7	12	20	13	17	8	31	16		133
	Movie	3	2	6	16	27	15	5	8	13		95
Printing	Black/White	82	75	50	100	260	185	200	160	120		1232
	Color	36	136	140	240	212	310	140	260	120		1594
Photo Copies	Slides	60	0	140	80	100	20	50	--	40		490
	Other	12	16	11	19	6	22	--	3	35		124
Audio Original	Reel	2	--	1	--	3	--	2	1	--		9
	Cassette	--	1	3	--	--	--	--	--	--		4
Audio Copies	Reel	2	--	--	1	--	--	--	1	--		4
	Cassette	80	20	38	29	17	55	46	35	24		344
V T R	Original	1	--	--	2	3	--	6	1	1		11
	Duplicate	--	--	2	--	--	--	2	--	--		4
Presentations	Number	15	11	11	6	9	8	18	5	13		96
	Present	215	130	180	50	200	80	160	45	150		1210
Set up & Demos.		13	20	5	18	9	7	15	23	14		123
Vacuforms						345	410	428	384	433		2000

OBJECTIVE 8

Keep an ongoing record of the types of projects developed, purchases made and the distribution of supplies and equipment for the Title I schools.

* * * * * * * * * * * * * * * * *

The listing below demonstrates the types of projects developed by the media center throughout the school year. Comprehensive records are kept in the media center as to the location, date of purchase, cost and serial number of each piece of equipment purchased.

PRINTING	CREATIVE WORK
Awards	Posters
Writing Charts	Book covers
Progress report forms	Hand lettering
Invitations	Materials using construction paper
Games	
Booklets	Drawings
Word lists	Signs
Maps	Flash cards
Mathematics tables	Charts
Programs	Maps
Periodic publications	Calendars
School Newspapers	Bulletin board displays
Pre and Post Tests	
Forms	
Worksheets	

AUDIO-VISUAL MATERIALS - ACTIVITIES

Photography - still and motion - black and white or color
Slide or film presentations
Audio-taping and duplicating
Video tape recording
Transparencies
Laminations

MATHEMATICS

ACTIVITY NUMBER 26

Math programs were established as the number four priority for the 1975-76 school year by the Title I Advisory Council. The purpose of this activity was to continue the services of Title I High Intensity Math Learning Centers in 2 Elementary, 3 Junior High and 1 Middle School. The systems approach is used in each of these supplemental centers and all materials are aimed toward being self-motivating, self-directing and self-correcting by Title I students. The objectives for the math program as stated in the 1975-76 Proposal are as follows:

OBJECTIVE I

The High Intensity Learning Systems-Math (HILS-Math) emphasizes a classroom management system which delivers to each classroom a wide assortment of published mathematics materials. These High Intensity Learning Centers for Math will provide for as many eligible Title I students as possible in grades 4 through 9, in the previously designated schools, approximately 150 clock hours of instruction so that he might achieve, on the average, the following objectives in mathematics:

OBJECTIVE IA

Students who are underachieving in math will master 35 new instructional objectives which on the pre-tests were diagnosed as being deficient. Criterion referenced assessments are available for each of the behaviorally defined instructional objectives in the classroom management system.

* * * * * * * * * * * * * * * * *

The following Table (26-1) indicates the average number of objectives completed by each grade level participating in the Title I Math Program for 1975-76 as well as the number that would have been completed in 150 hours of instruction.

Table 26-1

AVERAGE NUMBER OF OBJECTIVES COMPLETED
Title I Math Program

Grade	4	5	6	7	8	9
Objectives	34.5	34.4	32.8	35.8	41.6	35.3
Clock Hours	109	104	103	108	112	92.5
Objectives Projected Per 150 Clock Hours	47.5	49.6	47.7	49.7	55.7	57.2

All grade levels exceeded the goal stated in objective number 1A by at least 35% with ninth graders exceeding the goal by 63%.

OBJECTIVE 1B

Students who are functioning below grade level in mathematics will gain approximately 1.0 grade level as measured on an appropriate instructional level of a norm referenced, standardized mathematics test. (The appropriate instructional level has been defined as the test level at which the student scores between ±1 standard deviations of the mean on the pre-test.)

* * * * * * * * * * * * * * * * *

Charts 26-2 and 26-3 and Graph 26-4 present the amount of gain made by each grade grouping of students that participated in the Math Program. These actual gains are compared with projected or anticipated gains which have been calculated for comparison purposes. The projected gain figures represent gain which could be anticipated for a student based on that student's previous performance in mathematics, time in school prior to the program, and the amount of time in the program.

Chart 26-2

ACTUAL AND PROJECTED GAINS IN MONTHS - - MATH CONCEPTS

Grade	4	5	6	4-6	7	8	9	7-9	Program Total
Students	48	84	96	228	193	177	30	400	628
Actual	13.2	8.8	8.5	10.0	7.2	7.3	8.8	7.4	8.4
Projected	2.8	3.9	4.2	3.8	4.1	4.0	3.0	3.9	3.9
Difference	10.4	4.9	4.3	6.2	3.1	3.3	5.8	3.5	4.5
Participation (months)	8.0	8.0	8.0	8.0	7.7	7.5	6.2	7.5	7.7
IMPACT*	357%	125%	99%	128%	77%	82%	30%	86%	111%

*Program impact is the amount of gain more than expected. If actual gain matched projected gain, program impact would be 0. If actual gain were less than projected program impact would be negative.

Chart 26-3

ACTUAL AND PROJECTED GAINS IN MONTHS - - MATH COMPUTATIONS

Grade	4	5	6	4-6	7	8	9	7-9	Program Total
Students	48	84	96	228	193	177	30	400	628
Actual	7.8	6.8	7.3	7.2	5.1	6.7	4.6	5.8	6.3
Projected	3.0	3.4	4.4	3.8	4.3	4.0	3.2	4.1	4.0
Difference	4.8	3.4	2.9	3.4	.8	2.7	1.4	1.7	2.0
Participation(months)	8.0	8.0	8.0	8.0	7.7	7.5	6.2	7.5	7.7
IMPACT	156%	95%	64%	89%	17%	65%	44%	41%	58%

It is of interest to note that in all cases gain recorded was in excess of gain expected. Average gain for the total program in math concepts was 8.4 months in 7.7 months time. This growth was achieved in an average of 106 clock hours in the program, and if projected to 150 clock hours would mean nearly 1 year and two months growth in concepts for 150 clock hours in the program. Average gain for the total program in computations was 6.3 months in 7.7 months time. This growth was also achieved in an average of 106 clock hours, and would project to 8.9 months growth in 150 clock hours.

The objectives of 1 years growth for 1 year in the program was met in the area of math concepts. Math concepts has been defined as "Numerical representation and usage, as well as knowledge of place value".

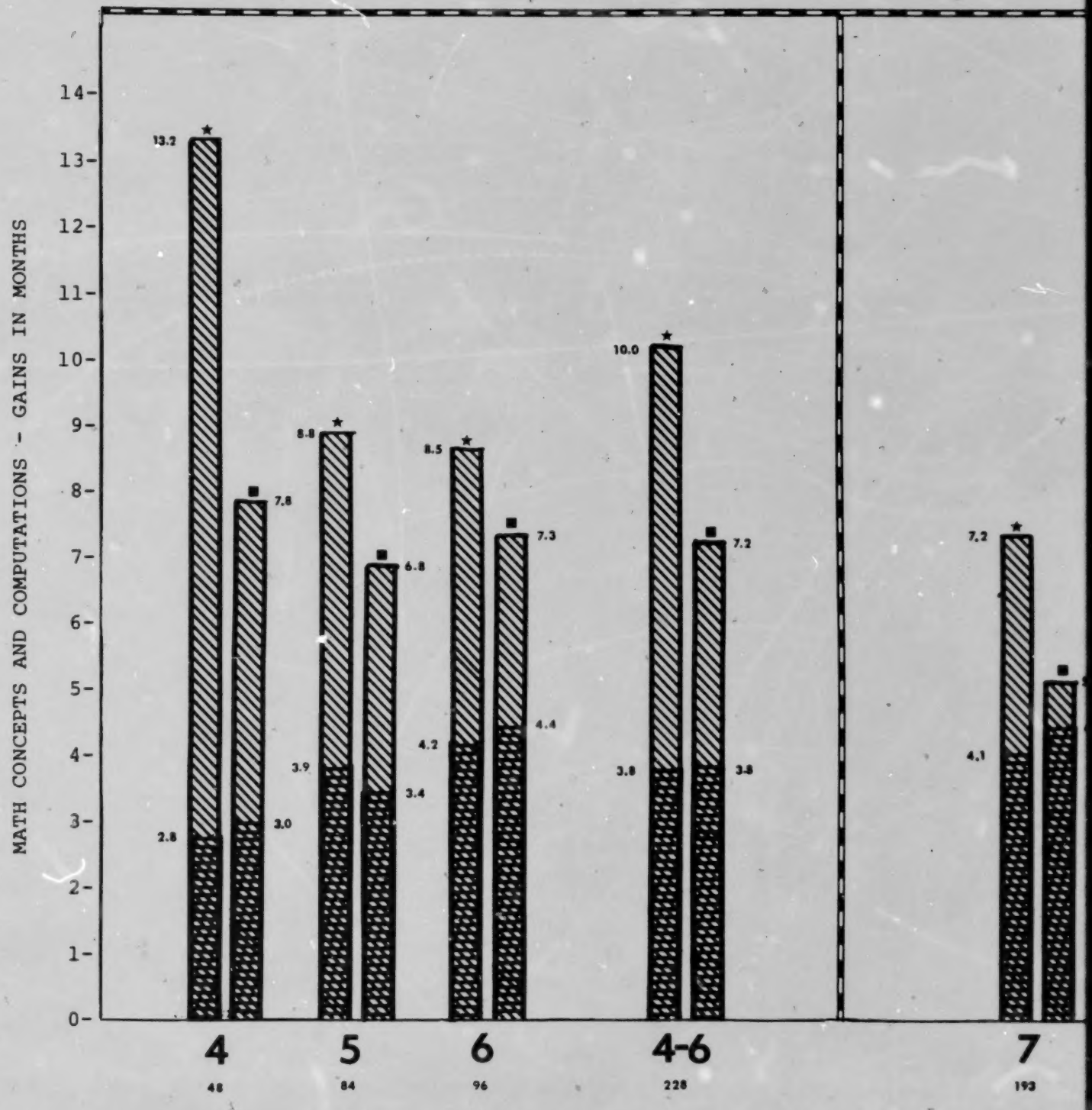
The objective was not, however met in the area of computations. Several factors could contribute to this result. One of which could have been a weak test instrument. This year it was discovered that the Stanford Diagnostic Arithmetic test which had previously been considered accurate for use with the Title I math program was no longer comprehensive enough. Plans have been made to change to a more comprehensive test instrument for the 1976-77 school year. This new instrument would also be compatible with the new nationally standardized reporting system which has been proposed for Title I.

The second factor which entered into the less than expected gain in math computations was that computations as tested consisted of whole number computations only, no attention was given to fractions in the test. The program, however, devoted much time and attention to this critical area.

An overall summary of the math program showed gains in both areas tested to be greater than would have been expected of the students in the program based on their previous achievement. Statistics indicate students in the program for this year as well as the previous year have made more gain in the area of concepts than in computation. The gap between the two subject areas was narrowed this year, however, through changes in the instructional thrust of the program. The statistics completed for the 1974-75 program evaluation indicated a weakness in the program in the area of computations. Several revisions were made in the math programs, and the results of this years evaluation demonstrate a positive effect has come from these changes. The changes did not lessen the impact the program had in the area of concepts, however they increased the impact demonstrated in the area of computations thus narrowing the margin. Further reinforcement of the program in the area of computations is planned for the 1976-77 school year.

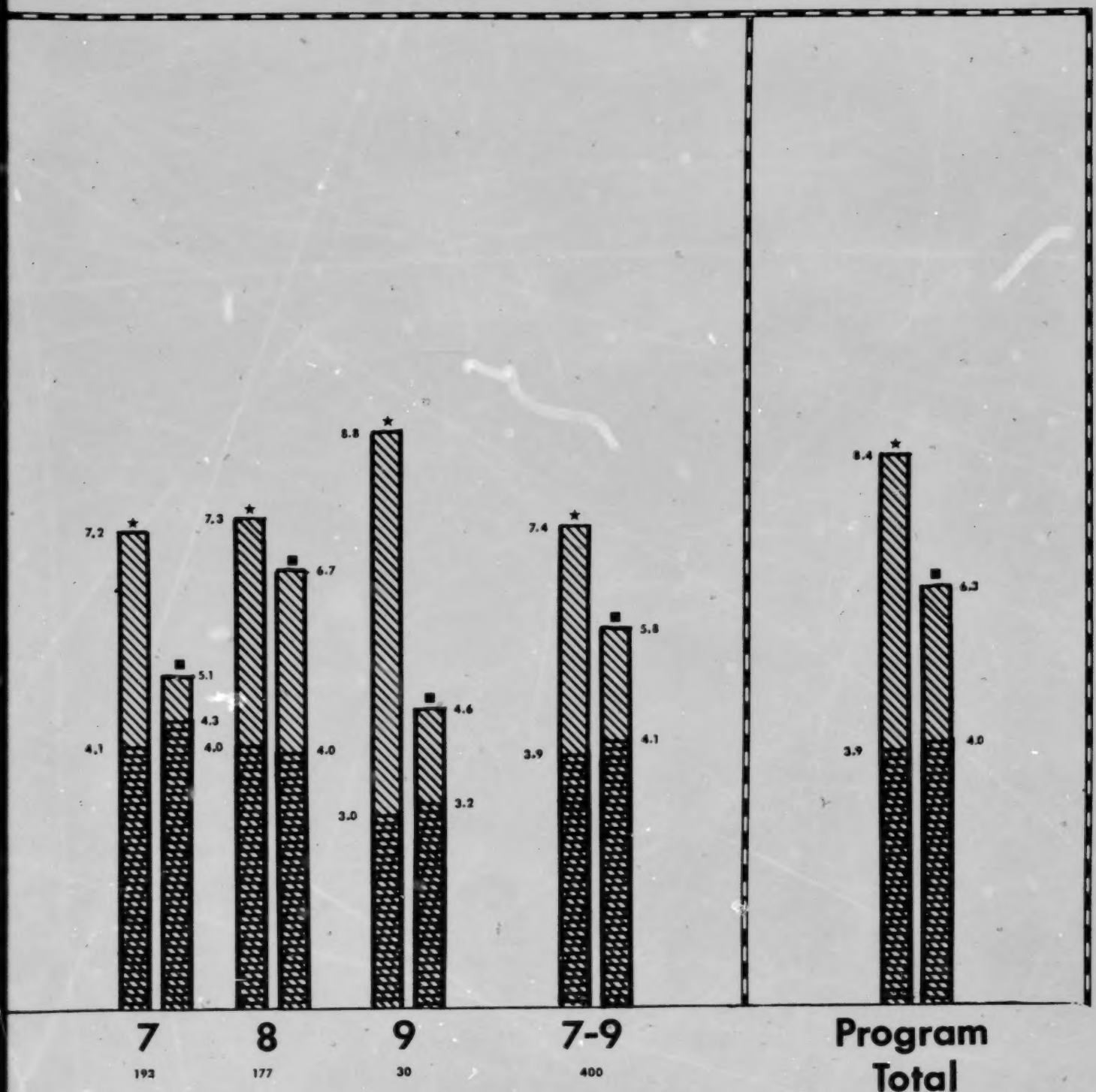
Graph 26-4

OMAHA PUBLIC SCHOOLS HIGH INTENSITY M
Comparison of Projected and Actual Shifts i



IGH INTENSITY MATH LEARNING CENTERS - 1975 - 76
Actual Shifts in Math Concepts and Math Computations

MATH



MENT BY GRADE IN SCHOOL

KEY:

- Projected Gain In Months
- Actual Gain In Months
- ★ Concepts (Numerical Representation and Usage, Pl
- ■ Computations (Whole Numbers Only) Va

READING

ACTIVITY NUMBER 28

The Reading programs sponsored by Title I during the 1975-76 school year were divided into three specific program areas. Primary Reading Aides served children in grades Kindergarten through Grade 3. The HILINC Program served children in Grades 3 through 12 and the PRIMALINC Program served Grades 1 through 4.

The three programs attempted to meet the continuing need for supplementary reading programs for children in disadvantaged areas. They were all designed to meet individual needs of the children they served.

The PRIMARY READING AIDE PROGRAM employed paraprofessionals who were trained to reinforce specific reading skills introduced and taught by regular classroom teachers. Children with identifiable needs were referred to the Aides by primary classroom teachers when a student failed to comprehend a given skill. Aides working with individuals or small groups then assisted the teacher by review, practice drill and tutoring techniques in areas of word analysis, reading vocabulary, oral reading and comprehension.

OBJECTIVE 1

Reading Aides will receive preparatory training and inservice meetings each month to reinforce their training or for the development of new techniques. A two-day workshop will be held in October to further develop their skills.

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The booklet of guidelines for the Title I Primary Reading Aide Program was revised during the opening weeks of the school year and the "new edition" then was distributed to the aides, principals and classroom teachers. This booklet helped to articulate the efforts of forty-four Aides in the singular task of assisting students to master specific skills prerequisite to reading mastery. A schedule for the Reading Aide Training Program reveals the topics covered as part of the training program during the school year.

OMAHA PUBLIC SCHOOLS
Reading Services Center
Department of Instruction

1975-76

SCHEDULE FOR READING AIDE TRAINING PROGRAM

September 11	Introduction Activities Complete Required Written Forms Committee Assignments Distribution of Materials Make Plans for Workshop

October 9	Review Record Keeping History of Reading Ron Meyer, Director Reading Services Center Complete Plans for Workshop
October 23,24	Workshop for Reading Aides (Schedule Attached)
November 13	Vowels - Long, Short, Special Miss Irene Jacobs, Consultant Hilinc Begin Plans for Testing
December 18	List Second Graders for Testing Review and Discuss Mutual Problems
January 8	Oral Reading Mrs. Joan Kerchner, Consultant Primalinc
February 12	Sight Words Mrs. Joyce Buckner, Consultant Primalinc Complete Testing Schedule
March 11	Comprehension Mrs. Norma Johnson, Assistant Director, Reading Services Center
April 8	Preview of Basal Reading Texts Mrs. Barbara Schweiger, Consultant System I Instruction for Year-End Reports
May 13	Work on Records Reports Due for Correction
June 1	Discuss Plans for '76-'77

The workshop indicated above held on October 23 and 24 is represented by the agenda sheet attached. Various "games" were introduced to the aides which relate to remediation of reading skills in which the aide "plays a learning game" with the student. These games have become an integral part of the assistance rendered by the Reading Aides.

OMAHA PUBLIC SCHOOLS
Reading Services Center
Department of Instruction

WORKSHOP FOR TITLE I PRIMARY READING AIDES
JACKSON SCHOOL - October 23, 24, 1975
8:30 A.M. - 4:00 P.M.

Thursday

8:30	Sip "n Chat
9:00	Production: Game for use in reinforcing alphabet recognition
11:30	Lunch Break
1:00	Production: Game for use in reinforcing knowledge and use of long vowels

Friday

8:30	Sip 'n Chat
9:00	Production: Game for use in reinforcing recognition of rhyming words
11:00	Lunch Break
1:00	Production: Game for use in reinforcing knowledge and use of short vowels

EA:jb

OBJECTIVE 2

Help teachers with pre and post-testing of students, record test results as well as other information necessary to demonstrate the success (Evaluation) of the activity.

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Little assistance on the part of the Reading Aides was needed for pre and post group achievement survey testing of students. However, assistance with preparing test materials and handling completed tests was carried out in several instances.

During the course of the school year, the Aides kept an on-going record of skills mastered by each of the students they worked with. A compilation of these skills is provided in this section under "Management System Skills Delivered", Chart 28-3.

OBJECTIVE 3

Be trained to work with teachers in presenting the following reading skills to students.

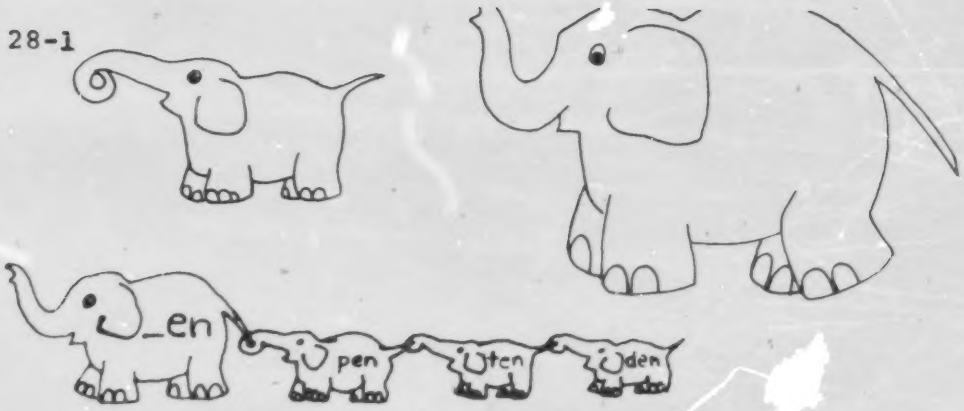
a. Alphabet - Oral
b. Discrimination of Letters
c. Left to Right Reading
d. Alphabet - Written
e. Reading Vocabulary
f. Initial Consonants
g. Final Consonants
h. Consonant Combinations
i. Common Elements
j. Vowels - Long
k. Vowels - Short
l. Vowels - Special
m. Roots - Prefixes, Suffixes
n. Syllabication
o. Rhyming Words
p. Compound Words
q. Blend Word Parts

* * * * * * * * * * * * * * * * * *

The project coordinator visited each school during the opening weeks of the 1975-76 term. These visitations included instructions to the Aides on initiating their input to students as well as the solving of scheduling problems. Continued work sessions with individual Aides by the project coordinator, periodic meetings and a two-day workshop provided a broad range of suggestions for improvement of service to the pupils in the seventeen skill areas shown above.

Increased emphasis on the use of games as a method of reinforcing skills resulted this year in the creation of a booklet entitled "Elephant Walk, The Wig Shop and Other Reading Games Children Play". An example, "The Elephant Walk" in Figure 28-1 is shown to illustrate how one particular skill area, in this case Initial Consonants, is reinforced through the use of exercises which the children consider to be games. In all, over fifty such games are included in the booklet, most of which have been created by the Reading Aides. Games of this nature provide an enjoyable manner for boys and girls to learn the reading skills.

Figure 28-1



ELEPHANT WALK

MATERIALS: Construction paper, gummed reinforcements, hole punch

Trace the elephant patterns. Use many colors of paper. Do not use one color for one family (children might match colors rather than patterns). Outline in black and place a gummed reinforcement on the back of the baby elephant's nose. The reinforcement should be put on before laminating. After laminating, punch a hole for the tail to go through the baby elephant's nose.

PROCEDURE: Give each child a different mama elephant. Explain that elephants can't hold hands so they hold tails and noses. All the babies are in the center of the table and the children pick out which babies go with each mama by matching the word on the baby with the pattern on mama. They try to help the mama find all her children and hook them together with noses and tails. Each child then reads the pattern and words on the elephants that he has.

Created by: Karma Earl, Lincoln
Illustrated by: Beth Davis, Reading Services Center

OBJECTIVE 4

Aid the teachers with their eligible Title I children during the reading periods to help students learn the specific skills as outlined under Objective 3 and make gains in reading commensurate with their own level of ability.

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Forty-four Primary Reading Aides in thirty-five schools assisted an unduplicated count of 2,027 students in the

mastery of specific reading skills. A membership count taken on October 31 revealed 1,559 students actively participating in the program. These students were directed to the reading Aide by the classroom teacher who had pinpointed the Specific skill to be reinforced. A distribution by grade of the students served is shown in Table 28-2.

Table 28-2

Grade	Kdg'n.	First	Second	Third	Other*
Number	88	853	661	341	84

*Includes Pre-first and Intermediate students who have not progressed far enough to enter the HILINC program.

The skill areas for which the Aides received training were vocabulary and word analysis techniques. During the frequent inservice workshops each Aide developed the instructional materials with which to work. There were therefore, close working relations between the classroom teacher and Reading Aide.

Mastery of 24,616 specific skills was accomplished by students directed to work with the Aides. Most students developed a given skill through several book levels. For instance, 1,603 students worked on recognition of reading vocabulary. These students learned sufficient words to advance them by 4,813 levels, an average of 3 levels per student. One level is equivalent to the amount of mastery that takes place on that particular skill area in one grade level of school.

The work being done in this program can be visualized in terms of an Aide working with a child on a specific reading skill at the direction of the classroom teacher with materials and techniques learned in a series of organized workshops. The full scope of the work done by the Reading Aide is shown below.

Reading Skills Delivered by
The Primary Reading Aides

Reading Vocabulary Skills

	Skill	Number of Students	Skill Levels Mastered
1.	Recognize letters of the alphabet	611	611
2.	Discriminate similarities in letters	358	358
3.	Read words from left to right	200	200

MANAGEMENT SYSTEM SKILLS DELIVERED
BY TITLE I READING AIDES

Chart 28-3

SUMMARY OF SKILLS ACCOMPLISHED
BY STUDENTS 1975 - 76

	Reading Vocabulary							*Word Analysis Techniques*													
GRADE	1. Recognize letters of the Alphabet	2. Discriminate Similarities in Letters	3. Read Words from Left-to-Right	4. Write Letters of the Alphabet	5. Recognize Reading Vocabulary	6. Recognize Initial Consonants	7. Recognize Final Consonants	8. Recognize Consonant Combinations	9. Recognize Common Elements	10. Vowels--Long	11. Vowels--Short	12. Vowels--Special	13. Recognize and Use Roots, prefixes, suffixes	14. Divide Words into Syllables	15. Recognize Rhyming Words	16. Recognize Compound Words	17. Blend Word Parts	18. Digraphs	TOTAL SKILLS	TOTAL STUDENTS
PUBLIC SCHOOLS																				
Kindergarten	73	19																	92	73
Pre-First	61	23	10	24	32	82			19						15		12	24	302	62
First	370	182	139	185	1616	1583	382	453	894	497	459	191	28	5	534	146	409	279	8352	765
Second	37	53	22	20	1635	821	421	1161	542	634	671	470	67	40	496	154	493	613	8330	530
Third	2	15	2	2	597	145	127	492	197	422	323	518	98	32	151	48	188	218	3577	455
Fourth					17	12	7	4		13	7	1			4	4			69	7
Fifth					3			3			3								10	1
Sixth										4	2								6	1
Sub-Total	543	292	173	231	3900	2643	937	2114	1652	1570	1465	1180	193	77	1200	352	1102	1134	20758	1700
NON-PUBLIC SCHOOLS																				
Kindergarten	8	4		8		9													33	9
Pre-First																				
First	42	35	6	31	180	218	105	89	44	102	117		15		36	19	56	21	1116	88
Second	13	20	14	13	502	101	53	131	39	184	163	46	90	15	72	72	58	50	1636	131
Third	5	7	7	5	227	54	29	65	20	107	86	65	76	40	34	25	66	32	970	86
Fourth					4			10		7	6	15	43	11		2		5	103	23
Sub-Total	68	66	27	57	913	382	187	295	103	400	372	146	224	66	146	118	180	108	3858	337
TOTAL	611	358	200	288	4813	3025	1124	2409	1755	1970	1837	1326	417	143	1346	470	1282	1242	24616	2037

	Skill	Number of Students	Skill Levels Mastered
4.	Write letters of the alphabet	288	288
5.	Recognize grade level reading vocabulary	1,603	4,813
6.	Recognize initial consonants	853	3,025
7.	Recognize final consonants	437	1,124
8.	Recognize consonant combinations	719	2,409
9.	Recognize common elements	833	1,755
10.	Vowels - long	689	1,970
11.	Vowels - short	733	1,837
12.	Vowels - special	430	1,326
13.	Recognize and use roots, prefixes, suffixes	205	417
14.	Divide words into syllables	106	143
15.	Recognize rhyming words	573	1,346
16.	Recognize compound words	205	470
17.	Blend word parts	484	1,282
18.	Digraphs	486	1,242
			24,616

A second study was made in an effort to determine the degree to which students retained skills mastered with the assistance of Primary Reading Aides. A time lapse of at least three months occurred between initial mastery and the retention study.

Second grade students were identified who had, with the assistance of a Reading Aide, accomplished initial mastery of a specific skill or skills before winter recess. In mid-March, 1976, the project coordinator measured the performance level of the same students on skills previously

mastered using diagnostic probes developed by Science Research Associates. Each skill presented by the Aide had a criterion for mastery at the reading level the child was working. Two hundred fifteen students from twenty-one public and non-public schools participated in the study. Sixty students were included in each skill category except "Letter Recognition" and Vowels III" which were assigned twenty-three and twenty-seven students respectively.

The chart on the following page (28-4) shows the percent of correct responses to items in ten of eighteen skill categories being delivered by Reading Aides. Mastery level in "Letter Recognition" (upper and lower case) and "Initial Consonants" remained at or near the 99% level. Retention level was found to be 85% in all categories. The category, "Vowels II", had the lowest retention level at 91%. This category required the selection of a long vowel including vowel digraphs and is usually not accomplished until mid-third grade.

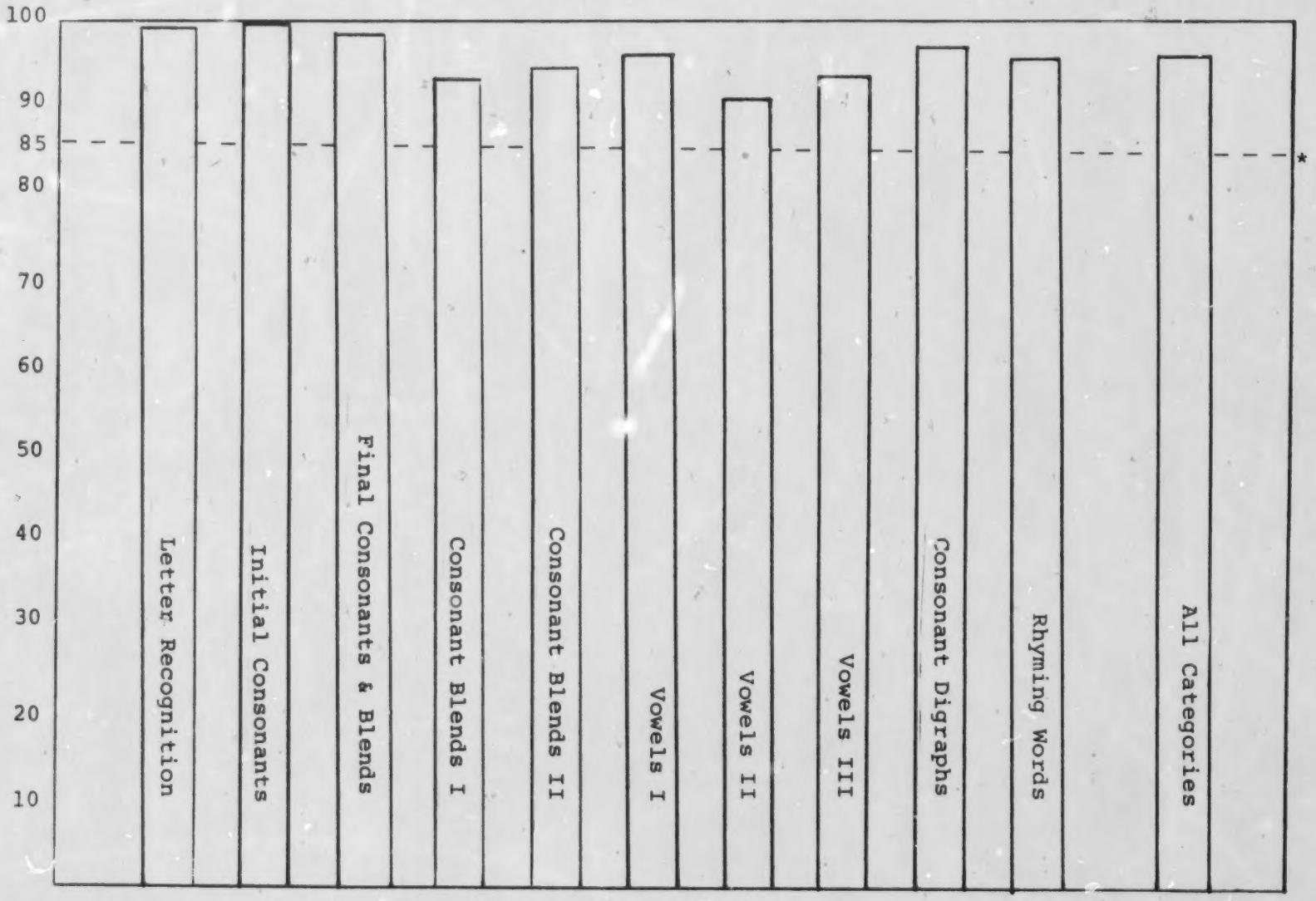
An interesting side effect of the study was noted again this year. Aides assisting the project coordinator with the administration of the probes took note of students who "did not remember". After testing, several Aides commented they had reinforced the skills previously thought mastered. The additional input to students showing low mastery levels served a useful purpose.

The mastery level of the 215 students tested in ten categories of skills for which Primary Reading Aides are trained to assist classroom teachers remained at 96.1%. That is to say out of 15,409 student responses to items on the diagnostic probes in ten skill categories this representative group of students responded correctly 14,801 times.

Chart 28-4

PRIMARY READING AIDE PROGRAM - RETENTION OF SKILLS

THREE MONTHS AFTER INITIAL MASTERY



CATEGORY OF SKILL

* 85% Mastery Level

HIGH INTENSITY LEARNING CENTERS (HILINC) in reading provided individualized instruction for eligible students from third through twelfth grades. Materials and services were provided through a management system designed by Dr. S. Alan Cohen of Yeshiva University, New York, and developed through Random House. Eligibility and student placement to work in a center was determined by a group achievement survey test. Another measure was then used in order that the self-directed work assigned each student was individually prescribed. Students were thus placed in the instructional program at a level at which they could succeed. This program supplemented reading instruction which the classroom teacher gave each student.

Approximately twenty-five pupils were scheduled into HILINC centers for one period (45 to 60 minutes) each day. Pupils were diagnosed on an initial module of instructional objective tests to determine some of each child's specific needs. Materials and activities for each student were then prescribed according to this initial diagnosis. This diagnosis - prescription process continued throughout the year. As each instructional objective was mastered, new tests (check-in) were administered and new prescriptions assigned. The student moved at his own pace. The materials and activities were selected to provide maximum responsiveness to the pupil's need in terms of skill, content, level and rate of learning. The materials were, for the most part, self-directing and self-correcting. Most were carefully sequenced so that pupils could move on independently with a minimum of teacher direction.

In each center, one teacher and one teacher aide served students and worked with teachers in familiarizing them with the High Intensity Learning Centers for reading. The teachers and aides were supervised by members of the Instruction department.

OBJECTIVE 1

Gain 1.0 grade level on the reading comprehension subtest of an established standardized reading test on which the student has scored within +1 or -1 standard deviation on the pre-test.

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The October program student membership count for the 1975-76 school year was 3,327. Participants in Title I public schools numbered 2,730; those attending non public schools in the Title I area numbered 597. The count would not reflect all students who participated in the program because students entered and withdrew from the program intermittently throughout the year.

Inasmuch as the HILINC program was designed for individualized instruction, many student participants in the fall of 1975 were no longer active in the spring of 1976. Reading comprehension tests (Gates-MacGinitie and Iowa Silent Reading) were administered to students as they entered the program and again at the close of the school year. The difficulty level of the tests administered corresponded to the level of reading at which the student was working. The post-test administered was also at this "instructional" level. Table 28-5 shows the average between pre and post-test scores for public school participants at each grade level. Due to student mobility and incomplete testing on some individual students, complete statistical information is available on sixty-four percent of the participating students. This is a very adequate sampling for evaluation purposes.

Table 28-5

OMAHA PUBLIC SCHOOLS - HIGH INTENSITY LEARNING CENTERS

Shift in Reading Comprehension Scores
October 1975 - May 1976

Grade	Number of Students With Pre-Post Scores	Average Shift Grade Equivalent
3	94	1.08
4	517	1.03
5	610	.98
6	635	1.22
3-6	1856	1.08
7	187	1.27
8	86	1.30
9	15	.68
7-9	288	1.25

On the basis of sixty-four percent of the HILINC participants in grades three through nine, the average shift in reading comprehension as measured at the "instructional level" was in excess of one full grade. The time lapse between pre and post-testing was 7.6 months (seventy-six percent of one school year). The 2144 students reported above include all those for whom pre and post-test data was available. Other students moved away from the school, discontinued their participation in HILINC or otherwise missed post-testing. Average entry levels based upon test data at the time these students entered this supplemental Title I program were:

Table 28-6

PARTICIPANT ENTRY LEVEL 1975-76

Grade	3	4	5	6	7	8	9
Reading Level	2.02	2.49	3.32	4.11	4.54	5.18	5.60

A concerted effort was made in the designation of program participants from available underachieving candidates to select those most in need of assistance in learning to read. Based on available data the student population in HILINC can be characterized as "below the thirtieth percentile". The mean entry level thus varied from .98 years below grade level in grade three to 3.4 years in grade nine.

A projected post-test score was computed for HILINC participants in this study on the basis of the time the students had been in school up to the time of pre-testing. (Time thus was a function of grade placement). Projected, anticipated or expected gains are shown in Table 28-7 compared to actual gains recorded by these participants.

Table 28-7

OMAHA PUBLIC SCHOOLS - HILINC

Actual and Projected Reading Comprehension Gains in Months

Grade	3	4	5	6	3-6	7	8	9	7-9
Students	94	517	610	635	1856	187	86	15	288
Actual	10.8	10.3	9.8	12.2	10.8	12.7	13.0	6.8	12.5
Projected	3.5	3.6	4.2	4.7	4.1	4.4	4.5	3.6	4.4
Difference	7.3	6.7	5.5	7.5	6.7	8.3	8.5	3.1	8.1
Months Participation	7.6	7.6	7.6	7.7	7.6	7.6	7.7	6.9	7.6
IMPACT*	200%	186%	131%	161%	159%	189%	187%	85%	184%

*Program impact is the amount of gain more than projected. If actual gain matched projected gain program impact would be 0. If actual gain were less than projected program impact would be negative.

The impact of the HILINC program was most visible when a comparison of the actual shift in reading comprehension is made with that which was projected on the basis of past performance by the same program participants. The average actual gain in reading varied from 6.8 to 14.0 months. Data reported were calculated showing the standard deviation of each group summarized and is available upon request. Projected gains varied from 3.5 months to 4.7 months during a 7.6 month instructional period.

Chart 28-8 graphically illustrates 11 months overall growth took place as compared to anticipated growth of 4.2 months.

Officials from the Nebraska State Department of Education have shown an interest in data pertaining to students who were tested on pre and post-tests "on grade", or with the test that is designated to be used for the students actual grade placement. These students all have scored within one standard deviation of the mean on the pre-test. Table 28-9 was developed specifically for the HILINC population pre and post-tested "on grade level".

Table 28-9

OMAHA PUBLIC SCHOOLS - HIGH INTENSITY LEARNING CENTERS

Gain In Reading Comprehension Scores

Grade	3	4	5	6
Students	17	92	262	410
Pre Score	2.38	3.20	4.05	4.65
Post Actual	3.37	4.25	4.98	5.86
Score Projected*	2.80	3.70	4.60	5.20
Shift More Than Expected	135%	111%	70%	120%

*Based upon Pre test reading comprehension and time in school before pre test time.

At the onset of the HILINC program a goal of a month's gain for each month of program participation was proposed. This criterion for success was more than adequately met during 1975-76. All students did not, nor were they expected to, eliminate completely all the reading deficiencies with which they entered HILINC. The effect of the program however is felt to be cumulative. By giving students a sound basis in reading skills it is anticipated a portion of subsequent gains in reading could be attributed to the effect of the HILINC Program.

OBJECTIVE 2

Master thirty-five instructional objectives which on the pre-test indicated a deficiency.

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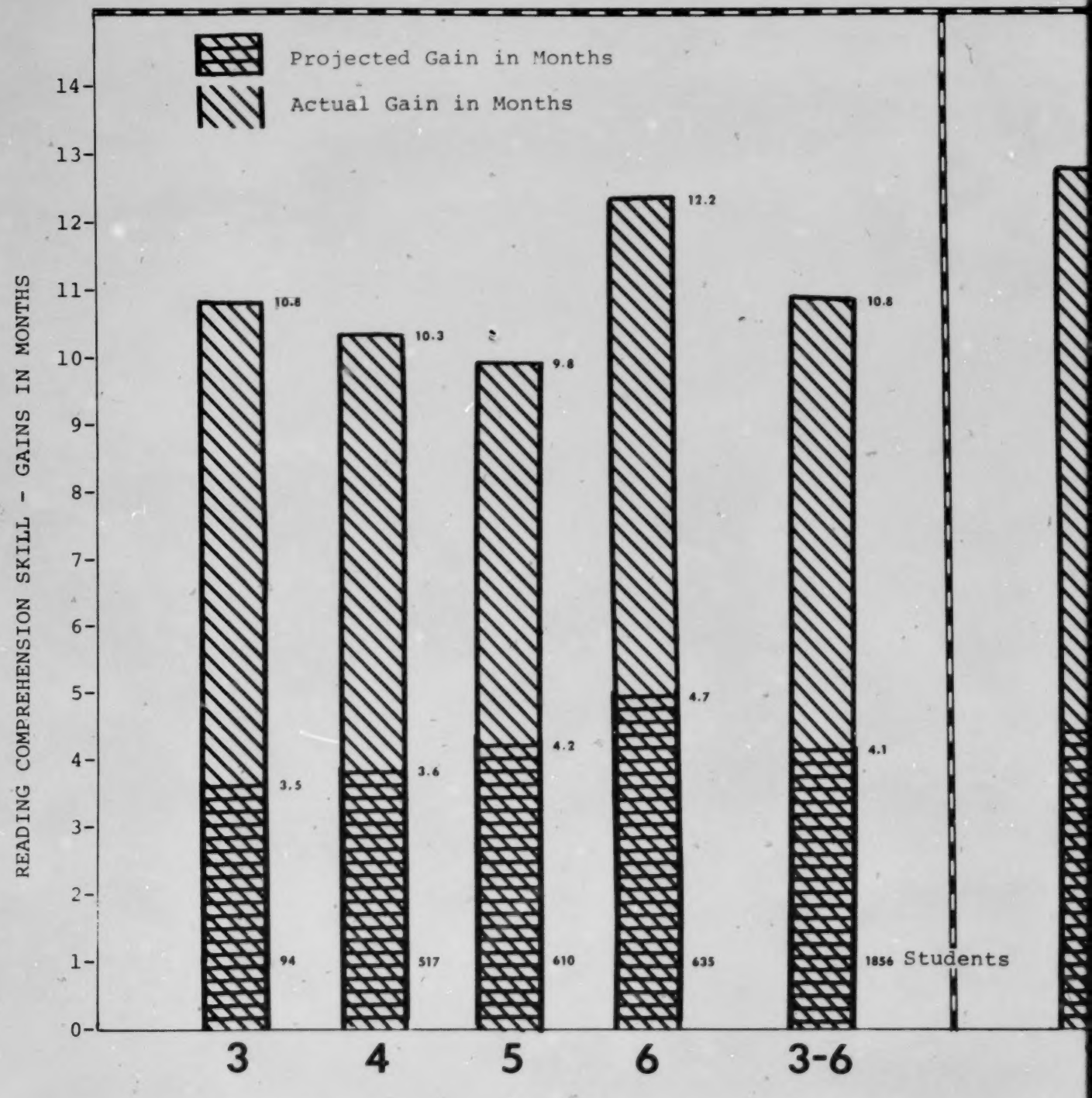
Chart 28-8

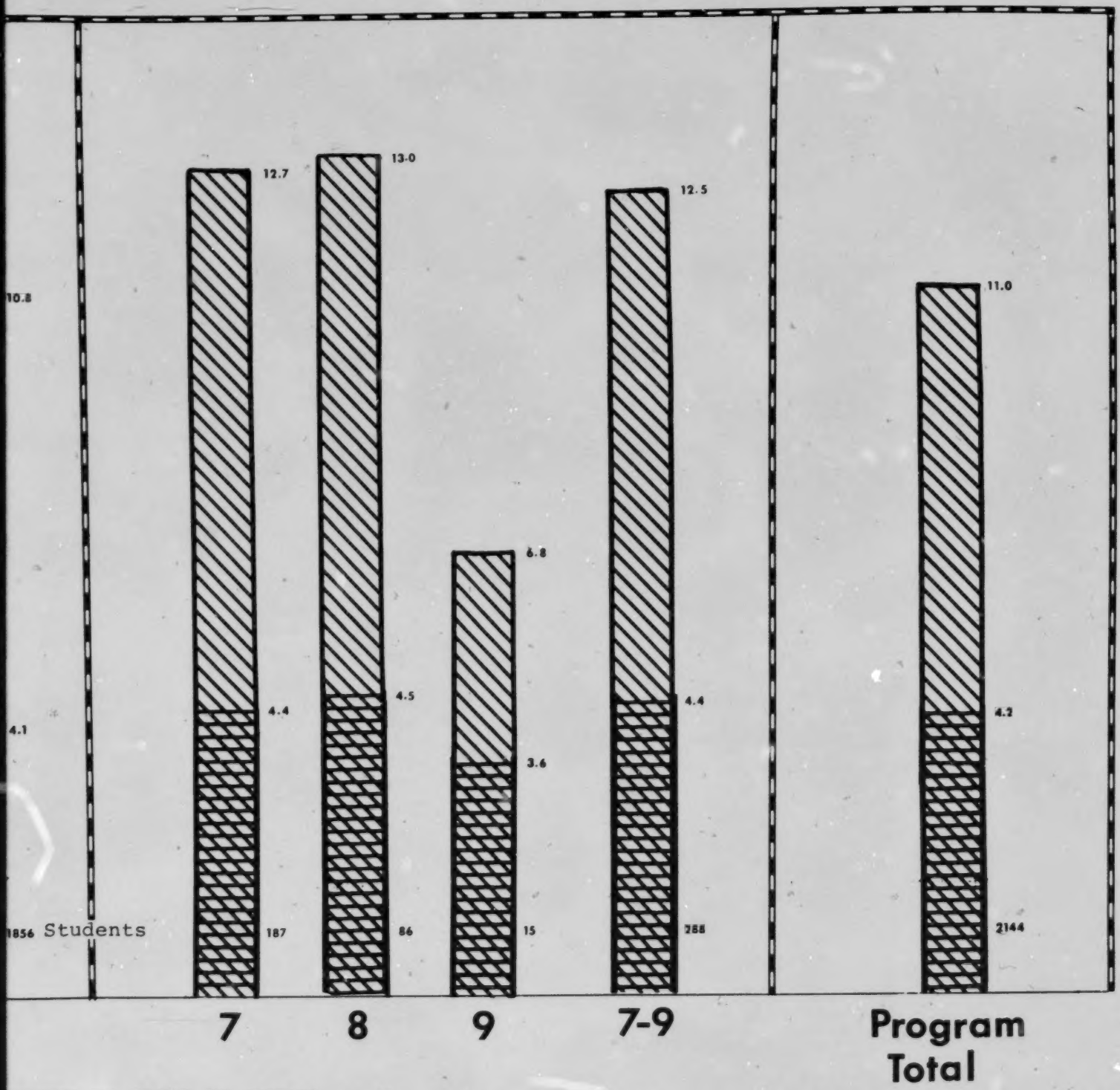
OMAHA PUBLIC SCHOOLS HIGH INTENSITY LE
Comparison of Projected and Actual S



STUDENT PLACEMENT BY GRADE I

IGH INTENSITY LEARNING CENTERS - READING 1975 - 76
ted and Actual Shifts in Reading Comprehension

HILINC



CEMENT BY GRADE IN SCHOOL

The HILINC program is a teacher support system which defines each student's unique reading needs and prescribes appropriate learning activities to fill those needs. The program utilized the concept of "instructional objectives" (I-O). Each objective had as a goal a well-defined reading behavior which was defined operationally. The Catalogue of Instructional Objectives listed about 500 instructional objectives, numbered and organized by category. With each instructional objective was a set of prescriptions for that objective, specified according to the name of the material, the page, the item number, and any other necessary information.

"Check-in" tests for each instructional objective generated either a "pass" or "fail" designation. If the tested or observed instructional objective was failed the teacher prescribed appropriate self-directing, self-motivating instructional materials and/or learning experiences for the student. Time required to complete objectives varied, the average being three to four class periods.

"Check-out" tests, alternate forms of the "check-in" tests, were administered after students had worked the prescriptions for the assigned instructional objective. Work completed was entered on a wall chart by the student as it was completed. The work recorded thus, was an indication of activity and progress of each student and served as an important part of the individualized materials delivery system. Table 28-10 shows the average clock hours of participation and the average number of instructional objectives completed for the students included in objective 1.

TABLE 28-10

OMAHA PUBLIC SCHOOLS - HIGH INTENSITY LEARNING CENTERS

Mean Clock Hours And Instructional Objectives Completed

Grade	3	4	5	6	3-6	7	8	9	7-9
Clock Hours	101	101	104	106	104	107	104	96	106
Objectives Completed	22	31	32	36	33	35	36	34	35
Objectives per 150 Hours	33	46	46	51	48	49	52	53	50

Class periods varied from forty-five to sixty minutes. The average number of instructional objectives accomplished by 2144 students in the study fulfilled the proposed performance of thirty-five objectives in one hundred fifty clock hours

of HILINC participation. All individual classes with the exception of third grade also accomplished the goal. Third graders were two objectives short of mastering the goal. The reason for this is not absolutely clear. However, it is known from historical experience that third graders accomplish fewer objectives than do those students in grades four through twelve.

As was noted in Table 28-7, program impact was greater for third graders than any other grade grouping. Evan though third graders are not able to accomplish as many objectives as older children the gains for this grade level are still exceptional.

TABLE 28-11

OMAHA PUBLIC SCHOOLS HIGH INTENSITY LEARNING PROGRAM 1975-76
Shift in Reading Comprehension Skill - Summarized By Grade

	Grade Equivalent Scores			% Actual Growth to Proj. Growth	Average Months Instruction	Number of Students
	Average Pre Score	Projected Post Score	Actual Post Score			
Grade 3	2.02	2.38	3.10	300%	7.57	94
Grade 4	2.49	2.85	3.52	286%	7.64	517
Grade 5	3.32	3.74	4.30	231%	7.60	610
Grade 6	4.11	4.59	5.34	261%	7.73	635
Grades 3-6	3.29	3.71	4.38	259%	7.65	1856
Grade 7	4.54	4.98	5.81	289%	7.60	187
Grade 8	5.18	5.64	6.49	285%	7.67	86
Grade 9	5.60	5.97	6.28	185%	6.86	15
Grades 7-9	4.78	5.23	6.04	284%	7.59	288

The PRIMARY HIGH INTENSITY LEARNING SYSTEM (PRIMALINC) in reading, a downward extension of the HILINC program, included children primarily in grades one through three. PRIMALINC served students in twelve public and ten non-public schools during the 1975-76 school year. As an instructional system, it helped the teacher define each student's unique reading needs and prescribe appropriate learning activities. The work a student did was individually prescribed and self-directed at the instructional level at which the student could succeed.

Much effort has been directed toward alignment of the Primalinc program with the Omaha Public Schools instructional program in reading. This is necessary because students are given Primalinc as a supplemental program to their regular classroom reading instruction. Objective Number 1 demonstrates this effort.

Activities provided by individual instructional objectives oriented the program to reading skills development thus eliminating many reading problems before they could occur. Seventeen hundred twenty-seven students in primary classrooms from twenty-two schools participated in the program(Table 28-12).

Table 28-12

PRIMALINC PROGRAM - January 1976

Student Count By Grade

Grade	1	2	3	4	Total
Public	163	371	366		919*
Non-Public	161	181	184	51	597

*Spring Lake Center opened in Frbruary with 211 additional students.

OBJECTIVE I

Master 75% of the objectives in the basal reader.

* * * * * * * * * * * * * * * * * * *

Continued effort was given to utilization of the criterion referenced test constructed for use the Spring of 1974 and produced by Westinghouse Learning Corporation. Items chosen for the test were keyed to the objectives in the beginning basal reader (grade 1). This instrument, designed as a diagnostic tool, contributed to program development through process evaluation.

The "SCORE" Test was administered in the Fall to 530 Public and 354 Non-Public 1st and 2nd graders. All teachers received a summary report known as an "item analysis" showing the specific response each student made to the sixty-nine items on the test. The identification on the report of those items missed enabled the teacher to diagnose weaknesses in skills development since the items were coded to the instructional objectives of the program.

After appraising the results of the PRIMALINC SCORE testing program from the previous year, it became evident that third graders tended to score too highly, prompting the need, in addition, for the creation of a third grade PRIMALINC SCORE Test. Objectives for this instrument were likewise keyed to the basal readers but for third grade rather than first. Thus, two Primalinc SCORE tests had evolved, one for grades one and two, the other for grade three.

The Third Grade SCORE test was administered on a pre-post basis to all participating third graders. Similarily, identification of those items missed enabled teachers to diagnose weak areas in skills development. Seventy-three test items related to thirty-six intermediate objectives which, in turn, were grouped into four general categories--Word Study, Vocabulary, Comprehension, and Work/Study Skills. A compiled list of these categories, objectives, and associated test items revealing the array of skills being tested can be found in Figure 28-13. The objectives have all been drawn from the Catalogue of Objectives for the Primalinc Program.

Chart 28-14 displays the pre-post results of the 3rd Grade SCORE testing on approximately 350 participants from "straight grade" classrooms (no combination grade classrooms). The evaluation of this group consisted of tallying the correct responses to the test questions related to the thirty-six objectives. It can thus be said for example, that 73% of the students mastered objective related questions under the general skill area "Word Study" at the 100% level by years end.

Figure 28-13

THIRTY SIX BASIC READING OBJECTIVES USED IN THE PRIMALINC READING PROGRAM

Included in the Criterion Referenced SCORE Test - Reading Grade Three

PRIMALINC OBJECTIVE BY CATEGORY

I WORD STUDY

SIGHT WORDS

051 Given visually a word from a basic word list at times exposure, (1/100 to 1 sec.) the student correctly says the word. (Test items 64, 65, 66, 67)

BEGINNING CONSONANTS

077 Given two words with beginning consonants missing, the student chooses one consonant that completes both words. (9, 10)

BEGINNING BLENDS

087 Given a sentence with a word missing its beginning blend, the student selects from X choices the appropriate blend to complete the word as directed. (50, 51)

BEGINNING DIGRAPHS

093 After hearing and seeing a word, the student indicates the beginning digraph in the written word as directed. (25, 26)

ENDING CONSONANTS

100d After hearing a word, the student selects that word from X choices which differ only in the ending consonant. (1, 2)

ENDING BLENDS

108c Given visually an incomplete sentence missing a word with a specified ending consonant blend, the student listens to the complete sentence and indicates which of X written choices represents the missing word. (35, 36)

114 Given a sentence with one word missing the final blend, the student selects the correct blend to complete the word. (23, 24)

MEDIAL CONSONANTS

116 Given a picture, the student writes the letter(s) for its beginning, middle and/or ending sounds as directed. (45)

LONG AND SHORT VOWELS

120c After hearing and seeing a word, the student indicates the short or long vowel + e in the written word as directed. (17, 18)

VOWEL DIGRAPHS

147 After reading a sentence containing a word with a vowel digraph or diphthong, the student selects from X choices a rhyme for the specified word. (19, 20)

VOWEL + "r" SOUNDS

151 Given visually in context two words containing a vowel and r combination, the student indicates whether or not the words have the same vowel sound. (31, 32)

SILENT LETTERS

155 Given a silent consonant word in context and an incomplete sentence and X words with the same silent consonant pattern, the student selects from X choices a word to complete the sentence. (3, 4)

VARIANTS

163 Given visually a word with a specified phonogram or single consonant, the student selects the one of X choices that indicates the hard or soft sound of "c" or "g". (5, 6)

SYLLABICATION

181 Given a word visually, the student writes each syllable of the word separately. (11, 12)

II VOCABULARY

CONTRACTIONS

202 Given a selection, the student identifies the contractions in the selection. (Test items 13, 14)

PREFIXES

217 Given visually a prefix and its meaning and a word containing that prefix, the student selects from X choices the meaning of the word. (Test items 70, 71)

SUFFIXES

236 After reading a sentence with a word missing its suffix, the student selects the correct suffix from X choices and writes the word. (15, 16)

SINGULAR AND PLURAL

255 Given visually a sentence containing an incorrect noun, the student changes the noun from plural to singular or from singular to plural as required. (21, 22)

HOMONYMS

267 Given a sentence visually the student identifies the 2 words that are homonyms. (39, 40)

HOMOGRAPHS

273 Given visually a multi-meaning word (homograph) in context, the student selects from X choices the meaning of the word in that context. (29,30)

SYNONYMS

283 Given X words in a list or sentence, the student indicates the words that are synonyms. (41, 42)

ANTONYMS

291 Given a word visually and reference to a paragraph of a previously read selection the student finds in the paragraph an antonym for the given word. (27, 28)

III COMPREHENSION

CONTEXT CLUES

309 Given an underlined word in context, the student indicates if that word has one meaning or different meanings. (Test items 43, 44)

BASIC COMPREHENSION

321 After reading a sentence and a question about that sentence the student selects from X choices the word to answer the question. (Test item 73)

325 Given a picture and X phrases or sentences visually, the student indicates the phrase or sentence that goes with the picture. (Test items 37, 38)

RECALL OF DETAILS

332 After reading a descriptive passage, the student selects from X choices the answer to a question about an attribute of the thing being described. (58, 59)

MAIN IDEA

336 After reading a selection the student selects from X choices the best statement of the main idea. (60,61)

PREDICTING OUTCOMES

344 After reading an unfinished selection, the student selects from X choices the best prediction of what happens next. (72)

DRAWING CONCLUSIONS

347 After reading a statement containing a conclusion the student indicates whether it is based on a good or poor general statement or comparison. (33, 34)

CAUSE AND EFFECT

352 Given a statement of cause and effect, or a list of causes and effects, the student indicates which cause goes with which effect. (56,57)

SEQUENCE

355 After reading a selection the student selects from X choices the answer to a question about time relationships in the selection. (62, 63)

IDIOMS

376 Given visually a picture the student selects from X choices the idiomatic expression illustrated by the picture. (46, 47)

IV WORK/STUDY SKILLS

FOLLOWING DIRECTIONS

397 After reading a direction the student performs the task as directed. (68, 69)

ALPHABETICAL ORDER

419 Given visually X words some of which begin with the same letter, the student places the words in alphabetical order. (48, 49)

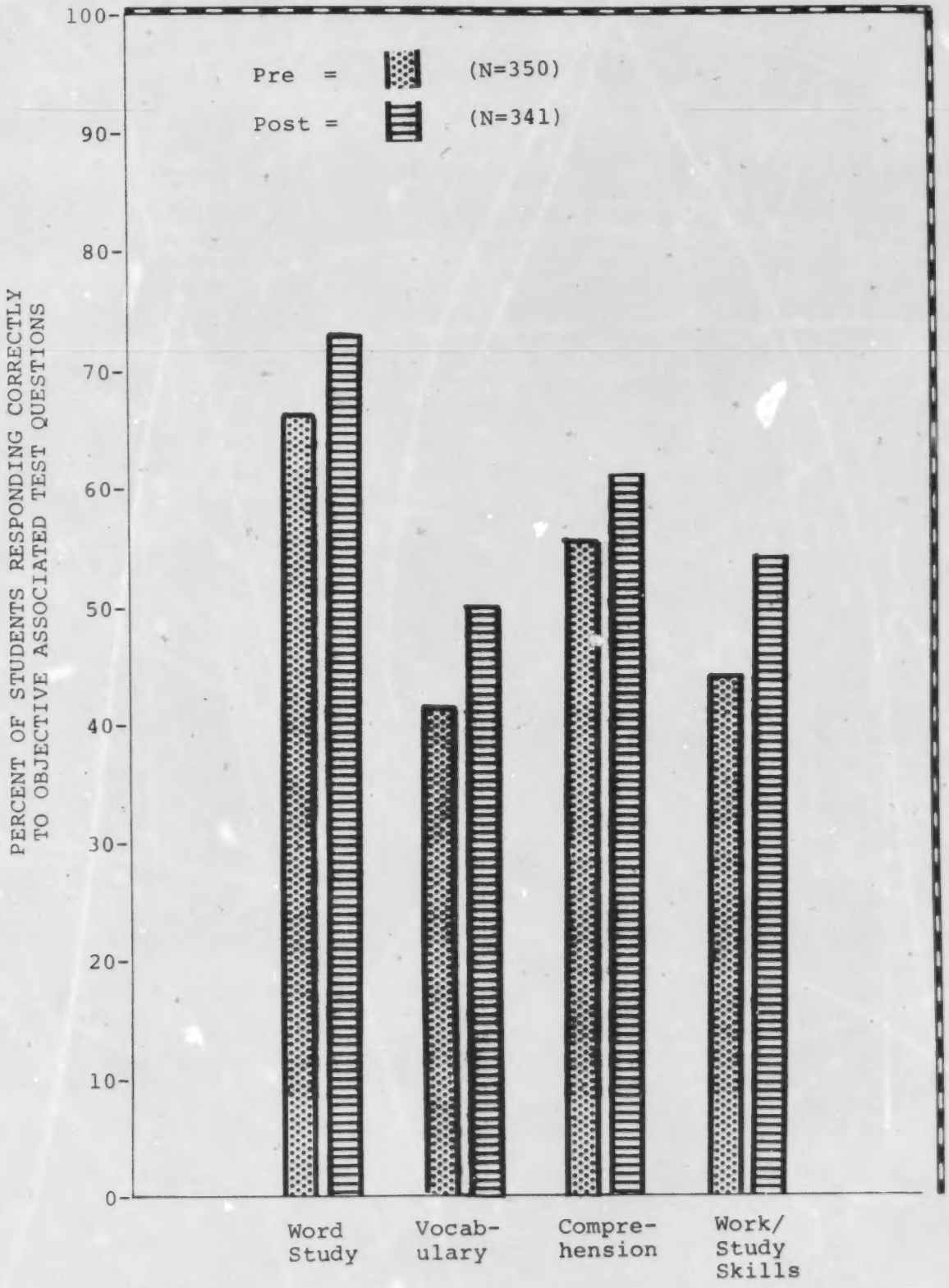
REFERENCE SKILLS

454 Given a diagram or information about a library card catalog, the student answers a question about the use of such a card catalog. (7, 8)

455 Given visually a list of reference books (or the books) the student indicates the correct source in which to find information on a given topic or the answer to a given question. (52, 53, 54, 55)

OMAHA PUBLIC SCHOOLS - PRIMALINC PROGRAM - GRADE THREE
Pre and Post Comparison
Of Four Categories of Skills Development

Chart 28-14



OBJECTIVE 2

Gain 1.0 grade level on the reading comprehension subtest of any established standardized reading test on which he has scored within +1 or -1 standard deviation on the pretest.

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The reading comprehension section of the Gates MacGiniite Test measured changes in reading performance. Matched pre and post-test data was available on 632 PRIMALINC students from both Public and Non-Public classrooms in grades 1 through 4. All testing was done at the instructional level where the difficulty of the tests administered corresponded to the student's level of reading readiness instead of his or her grade in school. Projected post test scores were computed based on previous years gains in reading comprehension skills. (Table 28-15)

Table 28-15

OMAHA PUBLIC SCHOOLS - PRIMALINC

Actual and Projected Reading Comprehension Gains In Months

Grade	1	2	3	4	2-4
Students (w/Pre-Post Scores)	35	280	291	26	597
Actual	7.8	11.3	9.8	5.8	10.4
Projected	*	4.0	4.0	4.3	4.1
Difference	-	7.2	5.8	1.5	6.3
PROGRAM** IMPACT	-	178%	145%	35%	154%

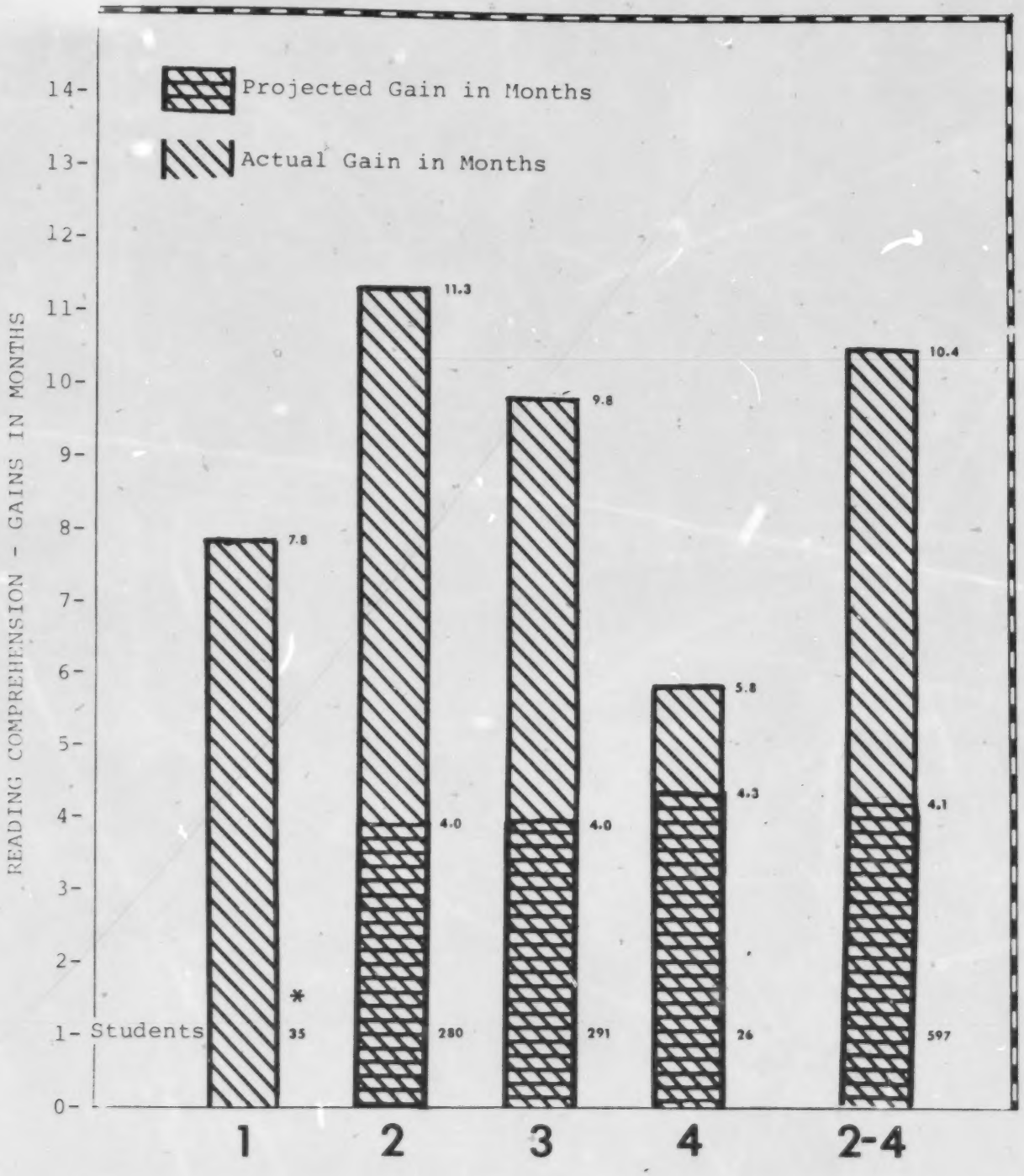
*It is not possible to project gains for 1st graders using the present formula.
**The amount of gain more than projected.

The impact that the Primalinc program had on its partipants was most readily visible when the comparison between projected and actual gains were made. Figure 28-16 graphicall illustrates this point. The second graders came to within seven tenths of a single month in actual reading gains to tripling their projected gains while 4th graders, who demonstrated more severe reading problems, gained only a month and a half more than projected.

Figure 28-16

OMAHA PUBLIC SCHOOLS PRIMALINC 197[illegible]-76
Comparison of Projected and Actual Shifts
in Reading Comprehension

PRIMALINC



STUDENT PLACEMENT BY GRADE IN SCHOOL

* Projections are not made on grade 1 due to lack of prior testing.

OBJECTIVE 3

Master 30 reading instructional objectives which on the pre-test indicated a deficiency. This number will be revised to correspond to the amount of time each individual spends in a center or based on meeting only certain objectives the individual child needs.

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Work required by instructional objectives constituted the principal input of the PRIMALINC program. The length of time each class met for PRIMALINC instruction was recorded as well as the number of objectives accomplished by each participant. Table 28-17 summarizes the above information.

Table 28-17

OMAHA PUBLIC SCHOOLS - PRIMALINC 1975-76

Mean Clock Hours and Instructional Objectives Completed

Grade	1	2	3	4
Clock Hours	76.3	93.3	97.9	77.9
Objectives Completed	14.9	23.0	23.9	17.4
Objectives Per 150 Clock Hours	29	37	37	34

Less credence is being given to the number of objectives accomplished as experience with the program increases. Emphasis on aligning instructional objectives with a given student's need and the balance of objectives prescribed from among the four skill areas of the program appeared to be more important. With the exception of grade one, program participants accomplished instructional objectives at a proportionate rate in excess of thirty per one hundred fifty hours of program participation. The explanation of grade one lies in the fact that the difficulty levels of given objectives vary between grades. One objective may require more time for a first grader to master as a part of a developmental program than it takes for a second or third grader to accomplish as a part of remediation. It has also been noted that historically, students at the lowest grade level served by both the HILINC and PRIMALINC Programs accomplish fewer objectives while still making significant gain.

SUPPORTIVE SERVICES

ACTIVITY NUMBER 30

In its role as supportive service, this activity provided coordination of services available to students through the Omaha Public Schools and through appropriate agencies identified as meeting the needs of eligible Title I students. Efforts were centered on helping eligible students to achieve in school and make the necessary adjustments to be successful in the school program.

OBJECTIVE A

Demonstrate the effectiveness of Community Aides in supporting students in Title I instructional activities (specifically reading).

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One of the goals of this activity was to provide through the Community Aides the supportive services for children participating in Title I instructional programs. These supportive services to students were recorded through appropriate record keeping procedures by Community Aides.

In demonstrating the effectiveness of Community Aides in their supportive role, the following summaries of activities were compiled.

1. Unduplicated Count of students served by Community Aides. (Table 30-1)
2. Nature of Business conducted by Community Aides. (Table 30-2)
3. Types of school-home contact.(Table 30-3)
4. Individuals contacted by Community Aides. (Table 30-4)
5. Contacts by student grade placement. (Table 30-5)

A child's progress in school often was related to factors over which he had no control. His success or failure was determined by any number of educational handicaps. In their supportive role 52 Community Aides brought help and encouragement to many eligible educationally handicapped children.

An unduplicated count of students served by grade during the 1975-76 school year is shown in Table 30-1.

TABLE 30-1

UNDUPLICATED COUNT OF STUDENTS SERVED BY COMMUNITY AIDES

Grade	PK	K	1	2	3	4	5	6
Total	31	410	713	701	677	732	792	846
Percent of Total	.4%	5.5%	27.9%			31.6%		

Grade	7	8	9	10	11	12	Other	Total
Total	763	669	507	243	248	125	43	7500
Percent of Total	25.9%			8.2%			.5%	100%

Community Aides were selected as a result of being concerned people who understood and liked children. Their long time community concern and involvement furnished them with the ability to detect problems and aid students or suggest sources of aid.

One of the most important functions of the Community Aide was to see that the student attended and remained in school daily. In addition, other needed services were provided in the areas of behavior, student well-being, and health. These services are summarized in Table 30-2.

Table 30-2

NATURE OF BUSINESS CONDUCTED BY COMMUNITY AIDES

NATURE OF BUSINESS

	Attendance	Behavior	Student Well-being	Health	No Code Given	Total
Total Contacts	19003	1703	2394	4499	1983	29582
Percent	64.2%	5.8%	8.1%	15.2%	6.7%	100%

The Community Aide acted as a liaison between the home and school. There was not a typical day for a Community Aide. The duties were as varied and complex as the needs of the students who qualified for the assistance. This action underscored the interest in the students.

The means by which the Community Aides contacted the home were varied. The telephone contact and the home visit were the more prevalent means. These are summarized in Table 30-3.

Table 30-3

MEANS BY WHICH COMMUNITY AIDES CONTACTED THE HOME

TYPE OF CONTACT

	Telephone	Home Visit	Other	Total
Total Contacts	15803	3942	9837	29582
Percent	53.4%	13.3%	33.3%	100%

Because the Community Aide usually lived in the community in which she worked, she was mostly recognized as a friend and neighbor on telephone calls and visits to the homes. As an employee of the school she could explain its programs and procedures.

Through individual and group contacts, Community Aides were able to impart information regarding the Title I program to the community.

The individuals contacted most often by Community Aides are listed in Table 30-4.

Table 30-4

INDIVIDUALS CONTACTED BY COMMUNITY AIDES

	Mother	Father	Sibling	Self*	Relative	Other	Total
Total Contacts	15589	1254	1183	6417	1547	3592	29582
Percent	52.7%	4.2%	4.0%	21.7%	5.2%	12.1%	100%

*Situations in which the Community Aide was the only person having contact with the child.

A further study of available data for the fifty-two Community Aides was carried out. The period covered extended from September 7, 1975 through June 10, 1976. A total of 29,582 contacts were reported. A distribution of the contacts made by grade level is shown below.

Table 30-5

CONTACTS MADE BY FIFTY-TWO COMMUNITY AIDES - SHOWN BY GRADE

Grade	PK	K	1	2	3	4	5	6
Contacts	67	1253	2246	2395	2307	2834	3009	3354
Percent	.2%	4.2%	23.5%			31.1%		

Grade	7	8	9	10	11	12	Ung.	Total
Contacts	3159	3523	2070	1269	1218	762	116	29582
Percent	29.6%			11.0%			.4%	100%

SUPPLEMENTARY
MATH AND READING PROGRAMS
FOR INSTITUTIONS

ACTIVITY NUMBER 91

SUPPLEMENTAL READING AND MATH FOR INSTITUTIONS

The objectives regarding institutions were evaluated by Title I Staff with the help of Mrs. Helen Lallman, Director of Education, Omaha Home for Girls, and Mr. Tom Gilmore, Caseworker, and head of the receiving home, Nebraska Childrens Home Society. Generally both responding agencies felt the service was very valuable to the students served and one agency hired one of the teachers to work during the summer months from their own funds. Both institutions requested continuation and possible expansion of the program next year if funds permit.

OBJECTIVE A

Provide additional instructional service in the areas of reading and math.

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Five teachers worked with the Omaha Home for Girls for a total of 590 hours. Two of these teachers were Junior High math teachers, and one was a reading teacher. The other two were core teachers and could work in either area. Two teachers worked with the Nebraska Childrens Home Society for a total of 160 hours. One was a Junior High Math teacher, and one a Junior High English/Reading teacher.

OBJECTIVE B

Provide remedial reading and math to institutional students on a one-to-one basis or in small groups.

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Math teachers working with the girls at the Omaha Home for Girls worked with no more than two girls at one time, and often with only one. Reading teachers most often worked on a one-to-one basis. At the Nebraska Childrens Home Society the students participated through small group sessions.

OBJECTIVE C

Help each student achieve in math and reading commensurate with his/her level of ability.

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Due to the nature of the institutions being served, this objective was not measurable through objective test information. However, teacher observation indicated that with the use of an individualized approach, many of the students were able to master and correct specific problem areas and make remarkable strides toward the end of achieving in reading and math commensurate to his/her level of ability.

OBJECTIVE D

Provide a supplementary reading and math program to support the development of language and computational skills.

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The entire program of Supportive Reading and Math for institutions was based on the development of language and computational skills. As indicated under objective A, the necessary staff trained in the proper subject areas was provided.

OBJECTIVE E

Provide instructional tutoring service.

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Institutionalized students who were able attended school each day near the institution of residence. Most of these students were behind their peers in classwork. The teachers served as tutors for students who were underachieving in school. These students brought assignments from their regular school classes to the session, and the tutors gave them the support and encouragement they needed to be successful with this work.

EVALUATION AND INTERPRETATION

ACTIVITY NUMBER 94

EVALUATION AND INTERPRETATION ACTIVITY NUMBER 94

OBJECTIVE A

To provide information and data necessary for "Local Educational Agency Annual Evaluation Report of Title I Projects."

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The information requested for the forms "Title I ESEA 1976 Annual Evaluation Report" has been supplied in this document, and as supplements to this document under separate cover. This year in addition to supplying all information which was included in the past we are compiling the Part III Section 3 student data sheets which we have not been able to supply in the past.

OBJECTIVE B

To cooperate with those persons responsible for each activity or project in the initiating and executing of appropriate appraisal procedures for the specific activity or project under their direction.

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In cooperation with the project consultants assigned to the reading and math programs only minor revisions took place in the evaluation procedures for those programs. A new system, however, was devised for the Community Aide Program. The system involved use of the programmable calculator owned by Title I. All records submitted by community aides were entered onto the calculators storage device for summation and evaluation. A new record keeping system was also developed for use by the Title I institutions next year.

OBJECTIVE C

To assist those persons responsible for each activity or project and the classroom teachers.

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Title I Evaluation staff members worked cooperatively throughout the year with those persons responsible for each activity. Areas in which staff members had input included design of forms used, distribution and collection of

forms, as well as inservice in form completion for classroom teachers. Test scheduling, as well as purchase and distribution of testing materials, test scoring and reporting of test results were other functions of the evaluation staff. Constraints upon the program at the building level, were collected for analysis as well as possible solutions to these constraints.

OBJECTIVE D

To assist in the interpretation and reporting of Title I activities whenever called upon to provide a breadth of understanding within the school system and the community at large.

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Title I Evaluation staff members were present at school district parent advisory council meetings and at other meetings held by Title I during the year. Through discussion and presentations information regarding the Title I programs was disseminated to parents, teachers and Omaha Public School staff.

OBJECTIVE E

To pre-test and post-test all Title I students in Grades 1-6 before October 15, and after April 15.

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Pre and Post-testing was completed on Title I area students. The following table shows number of students participating on each level of each test.

NUMBER OF STUDENTS TESTED

GRADE	PRE	POST
1	1211	1175
2		1115
3	1092	1069
4	1177	1146
5	1163	1135
6	1260	1207

NUMERICAL INFORMATION

7	6		0	3	4		A

Project Number

C. GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

SOCIAL SECURITY NUMBER	ACTIVITIES	¼	½	¾	Full
327 24 9519	90	X			
507 42 6992	90				X
508 44 3667	90		X		
234 46 1726	90			X	
503 50 4681	06				X
445 36 7400	06				X
323 46 4156	06				X
507 12 0685	06				X
505 74 3074	06				X
507 62 4992	06			\	X
506 64 1342	06				X
505 46 0308	02				X
505 56 0997	02				X
507 28 8586	02				X
486 54 0449	02				X

Social Security Number	Activities	Less Than 1/4	1/4	1/2	3/4	Full
508 66 9684	02					X
298 34 4911	02					X
507 09 6981	02					X
506 60 4762	02					X
505 70 8673	02					X
508 72 7508	02					X
507 60 6841	02					X
556 74 8569	02					X
507 68 6210	02					X
508 70 9073	02					X
507 60 7280	02					X
508 66 7134	02					X
481 56 5920	02					X
505 60 5644	02					X
405 72 0956	02					X
507 20 6765	02					X
505 56 6765	02					X
450 68 4891	02					X
448 36 3350	02					X
507 70 9781	90	X				
485 66 5551	90	X				
506 54 3220	90	X				
508 66 9972	90	X				
507 36 3570	90	X				
011 38 1863	90	X				

Social Security Number	Activities	1/4	1/2	3/4	Full
484 54 4277	02				X
304 48 7203	02				X
480 62 5316	02				X
388 38 4634	02				X
269 26 5197	02				X
506 58 9193	02				X
485 56 8677	02				X
507 62 3707	02				X
506 34 7330	02				X
507 60 9348	02				X
490 42 7542	02				X
483 52 2311	02				X
508 22 0827	02				X
432 96 9696	02				X
505 30 9522	02				X
506 62 3810	02				X
505 54 7894	02				X
507 54 7793	02				X
215 48 9201	02				X
505 68 6314	02				X
479 56 4822	02				X
508 66 7921	02				X
506 66 2486	02				X
507 58 7536	02				X
506 72 3505	02				X

PART II. Section 1
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. PRINT legibly. do not type.

1 PROJECT NUMBER	2 COUNTY	3 DISTRICT	4 TOTAL EXPENDITURES FOR THIS PROJECT (nearest dollar)
76 034 A	28	001	1554735

Total Pupils Participating (public and nonpublic)						Instructional Staff			14	15	16	17
5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	11 P & K	12 Elementary	13 Secondary	Certified Supportive Personnel	Teacher Aides	Other Staff	Unduplicated Number of Nonpublic Students (lines 5-10)
441	2091	2370	1939	616	43		30	19	13	105	76	1118

PART III. Section 2
ACTIVITY DATA SHEET

Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly: do not type.

2 Act. No.	3 Total Expenditures this Activity (nearest dollar)	4 Activity Description a b c d e	Pupils Participating (by grade level) 5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	Instructional Staff (full-time equivalency) 11 P & K	12 Elementary	13 Secondary	14 Certified Supportive Personnel	Total Number Staff 15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Nonpublic Students (lines 5-10)
90	145020	46999										1.6	3		8	
40	161798	46999									.6	.8	6		13	
06	96237	46546		323	422					2.0	4.0	1.0	7	6		
02	91610	04654 6	79	286	619	09	534	142		23.9	14.1	4.0	45	99	31	573
51	235580	46999	441	2091	2370	1939	616	43				1.0	1		52	1118

80

7 6 0 3 4 A
Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1975 only ___
Expenditures include funds from FY 1976 only ___
Expenditures include funds from both FY 75 - 76 X

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.) Administration (c)	Media Center (d)	Math Programs (e)	Reading Programs (f)	Comm. Aides (g)
000	Activity Code Number						
100	Administration Salaries	35,038	35,038				
	Other	4,574	4,574				
200	Instruction						
	200A Salaries	944,889		83,542	83,006	750,924	
	200B In-service						
	200C Text Books	6,118		130	645	5,092	
	200D A-V Materials	43,630		43,630			
	200E Library						
	200F Supplies #	67,362		1,428	2,374	42,304	15,565
300	Attendance	195,895					195,895
400	* Health Services *Ind. Costs	61,778	61,778				
500	Pupil Transportation						
600	Operation of Plant	9,689	4,535	2,631		2,368	
700	Maintenance of Plant	22,093	2,059	12,303		7,731	
800	Fixed Charges	153,791	4,346	10,150	9,646	102,479	24,120
900	Food Services						
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment	396	396				
1230c	Instructional Equipment	9,482	1,369	2,345	566	5.202	
9999	Total Expenditures	1,554,735	114,095	156,159	96,237	916,100	235,580

Includes postage, car allowance, tests, travel, rental of equipment

7 6 0 3 4 A

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1975 only ☐

Expenditures include funds from FY 1976 only ☐

Expenditures include funds from both FY 75 and 76 ☐

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.) Institutional (c)	Evaluation (d)	(e)	(f)	(g)
000	Activity Code Number						
100	Administration						
200	Instruction						
	200A Salaries		4,955	22,462			
	200B In-service						
	200C Text Books		251				
	200D A-V Materials						
	200E Library						
	200F Supplies		45	5,646			
300	Attendance						
400	Health Services						
500	Pupil Transportation						
600	Operation of Plant			155			
700	Maintenance of Plant						
800	Fixed Charges		388	2,662			
900	Food Services						
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment						
1230c	Instructional Equipment						
9999	**Total Expenditures**		5,639	30,925			